

THE SOUTHERN ASSOCIATION QUARTERLY

VOLUME I

CONTENTS FOR NOVEMBER, 1937

NUMBER 4

THIS ISSUE OF THE QUARTERLY.....	331
THE ISSUE FOR FEBRUARY, 1938.....	337
BRUCE RYBURN PAYNE AND THE NEW PEABODY COLLEGE.....	340
<i>A. L. Crabb, Professor of Education, George Peabody College</i>	
THE SECONDARY COMMISSION OF THE SOUTHERN ASSOCIATION OF COL- LEGES AND SECONDARY SCHOOLS, 1911-1917.....	352
<i>William R. Smith, Professor of Secondary Education, University of Virginia</i>	
BEGINNINGS OF EFFECTIVE HIGH SCHOOL SUPERVISION IN LOUISIANA.....	370
<i>C. A. Ives, Dean, Teachers College, Louisiana State University</i>	
SECONDARY EDUCATION AND SUPERVISION IN NORTH CAROLINA.....	374
<i>J. Henry Highsmith, Director of Instructional Service, North Carolina State Department of Education</i>	
THE HIGH SCHOOL OF CHARLESTON: NINETY-EIGHT YEARS OF SERVICE	385
<i>William M. Geer, Teacher of History, High School of Charleston, Charleston, South Carolina</i>	
TUBMAN HIGH SCHOOL FOR GIRLS.....	389
<i>T. H. Garrett, Principal of Tubman High School, Augusta, Georgia</i>	
THE COVINGTON HIGH SCHOOL.....	393
<i>Howard H. Mills, Principal of Covington High School, Kentucky</i>	
TERREBONNE HIGH SCHOOL, HOUma, LOUISIANA.....	398
<i>Muriel M. Dupont, Head of History Department, and M. Isabel Lund, Head of English Department</i>	
A SKETCH OF THE CITY PUBLIC SCHOOLS, SUMTER, SOUTH CAROLINA..	402
<i>Hugh T. Stoddard, Principal of Boys' High School, Sumter</i>	
GREENWOOD HIGH SCHOOL, MISSISSIPPI.....	410
<i>W. C. Williams, Superintendent of Schools, Greenwood</i>	
MURPHY HIGH SCHOOL, MOBILE, ALABAMA.....	412
<i>William Unziker, Jr., History Teacher, Murphy High School</i>	
THE LOUISVILLE GIRLS HIGH SCHOOL, KENTUCKY.....	414
<i>Anna Voegtle, Assistant Principal, the Louisville Girls High School</i>	
THE WARREN EASTON BOYS' HIGH SCHOOL.....	419
<i>F. Gordon Eberle, Principal, Warren Easton High School, New Orleans</i>	
THE MALE HIGH SCHOOL OF LOUISVILLE, KENTUCKY.....	424
<i>W. S. Milburn, Principal of Louisville Male High School</i>	
THE STATE COLLEGE FOR WOMEN.....	435
<i>T. H. Napier, Dean of Alabama College</i>	
THE STATE TEACHERS COLLEGES OF TENNESSEE.....	440
<i>Charles C. Sherrad, President, State Teachers College, Johnson City, Tennessee</i>	
HOW SOUTHWESTERN LOUISIANA INSTITUTE BECAME A COLLEGE.....	450
<i>Edwin Lewis Stephens, President of Southwestern Louisiana Institute</i>	
REPORT FROM THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS.....	456
<i>M. L. Altstetter, Educational Specialist of the Study</i>	

THE SOUTHERN ASSOCIATION QUARTERLY

Published quarterly by the Southern Association of Colleges and Secondary Schools

Volume I

November, 1937

Number 4

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Reference to the minutes of the Forty-first Annual Meeting of the Southern Association of Colleges and Secondary Schools held in Richmond, Virginia, December 3, 4, 1936, as recorded on page 24 of this volume shows the following official action authorizing this publication.

Upon recommendation of the Executive Committee the Association voted to adopt the report of the Committee on Publications appointed at the last annual meeting.

The Committee on Publications of the Southern Association unanimously submits the following recommendations :

1. That a Southern Association Quarterly be issued.
2. That a board of five members be held responsible for securing an editor and supervising all matters pertaining to the publication and distribution of the Quarterly. This board is to be composed of the secretaries of the three commissions, the president, and the secretary-treasurer of the Association.
- 3, 4. (These sections recommend as to the character of the four issues and make appropriation for publication. See page cited above.)

In accordance with these resolutions the Board of Publication as listed above was set up, the editor elected, and the editorial committee constituted to consist of the President and the Secretary of the Association acting with the editor.

THE SOUTHERN ASSOCIATION QUARTERLY

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This Issue of the Quarterly

The plan suggested by the Southern Association Committee on Publications adopted at the Richmond meeting in December, 1936 recommended that the first issue (February, 1937) contain the proceedings of the annual meeting. This recommendation was carried out to the letter. The plan recommended that the second issue (May, 1937) contain the addresses delivered before the Association and the Commissions. This recommendation was carried out, except that the addresses before the Commission on Curricular Problems and Research were by request of that Commission carried forward to the third issue (August, 1937), designated as a special curriculum number, and replacing for this year the type of third issue suggested by the Committee on Publications. It will be recalled that in the discussions of the Committee's report members of the Committee admitted that their recommendation as to this third issue, that it "contain reprints and abstracts of articles of significant value and interest to the development of education in the South," was somewhat tentative and possibly not so easy to work out. The Editorial Board was glad enough to oblige the Commission on Curricular Problems by issuing a curriculum number instead of the type tentatively suggested by the Committee on Publications. Many studies, including Masters' and Doctors' theses, have within recent years been made in the various universities of the South that could be used to fill a number of issues such as the Committee recommended; but the problem of digging them out was too much for the Editorial Board to undertake this first year, even though this issue (November) is inserted—because of the circumstance of moving the annual meeting from the week of December 1 to that of April 1—between the third issue and the "fourth" as suggested by the Committee on Publications. An editorial board, serving without compensation, and with no budget to pay for contributions, needs—particularly for the first year, when new and unexpected problems arise with every issue—the coöperation of the Association membership in building a reserve of articles of peculiar interest to Southern educators and of such character as the many persons willing to coöperate can most easily produce. It occurred to us, therefore, to broadcast a request to the members of the Association for the following listed types of articles which the *QUARTERLY* can use in what we call this first "historical" number and from time to time later:

1. A complete write-up of any of the early meetings of the Southern Association, including the outstanding personalities and problems, a sketch of the pro-

gram, and the constructive work done. For this issue, we should prefer articles dealing with meetings of the Association held prior to 1912;

2. A complete write-up of the work of the Commission on Secondary Schools prior to the close of its fifth annual meeting in 1916;

3. A complete write-up of the work of the Commission on Institutions of Higher Education prior to the close of its fourth meeting in 1920;

4. A write-up of the development of the Secondary School Division of the State Department of Education in each of the states of the Southern Association. This write-up should include a statement of conditions in public secondary schools in the state prior to 1905 or 1910, including, if possible, the number of high schools and the number of students in the graduating classes, the names of supervisory officials, beginning with the first of the high school inspectors or other such officials appointed to supervisory offices in the secondary school system, and such other developments within the secondary schools as the writer deems outstanding;

5. The growth of coöperation among the higher institutions of the state, exemplified by such organizations as the North Carolina College Conference (this includes official representatives of every recognized college and junior college, as well as representatives of the State Department of Education) and similar organizations;

6. A survey of the development of private secondary schools within a given state including changes in curriculum, development of coöperation, etc. The history of a single institution, public or private, if so written as to show typical changes in standards, curriculum, and the like, might be entirely acceptable, provided the author does not object to the editor eliminating what outsiders might interpret as institutional advertising;

7. The development of higher education, starting in 1895, within a given state, including the rise of new institutions, changes in standards and curriculum, development of coöperation, etc. Such an article might be limited to some one type of institution such as denominational colleges, state institutions, teachers' colleges, etc. The history of a single institution might prove to be an entirely acceptable article, if presented as representative of typical developments rather than a glorification of the individual institution;

8. The growth of an institution during the administration of some outstanding administrator now dead, particularly as treated from the standpoint of general Southern educational development along with the contribution of the individual and the development of his institution.

If you wish to contribute such an article, write the *QUARTERLY* at once your good intentions; and if by any chance, some one else has already taken your precise subject—a very remote contingency, in most cases—we shall let you know. Type articles are published in this issue illustrating the phases of Southern educational history we are seeking to preserve; but brief comment as to certain items listed may emphasize some of the things the Editorial Board has in mind.

The first type of article desired, dealing with the early history of the Association, is especially important because there was at first apparently no annual volume of "proceedings." The proceedings of at least one meeting were published as an article in one of the educational periodicals issued by the University of Chicago. The story of these early meetings, in which were

developed the trends and policies that came to dominate the Association, is valuable historical material necessary to understand certain phases of Southern educational development. Chancellor-Emeritus J. H. Kirkland of Vanderbilt University has promised an article as soon as his other engagements will permit to deal with the first two or three meetings.

The second and third types of articles requested, those dealing with the early meetings of the Commission on Secondary Schools and the Commission on Institutions of Higher Education, should be written while we still have in the councils of the Association men who participated in the early work of these Commissions. The Commissions from the first took themselves seriously as responsible committees, but even with the experience of the Association before them they did not altogether realize the historical importance of their work. The QUARTERLY is, therefore, indebted to Professor William R. Smithey of the University of Virginia, who has been a member of the Commission on Secondary Schools for a number of years, for contributing to this issue the article dealing with his Commission. Subsequent articles are desired to trace and summarize the work and development of both Commissions.

The fourth type of article especially desired is exemplified by the articles of Dean C. A. Ives of Louisiana State University, the President of the Association this year, and of Dr. J. Henry Highsmith of the North Carolina State Department of Education, dealing with the establishment of effective high school supervision in their states. The development of secondary supervision within the state departments of education in the Southern area has taken place in the South almost entirely within the last third of a century. The assistance given by the General Education Board through subsidizing professors of secondary education in the state universities who were also to represent state departments of education in bringing about effective organization of secondary schools is not only an excellent illustration of what the great private foundations have done to stimulate public education, it is also one of the major contributions to Southern education made by any individual or agency within the past fifty years. It is doubtful whether any similar expenditure of money has to-date had as far reaching influence as this contribution.

The fifth type of article called for deals with a type of educational association that in proportion to its real influence has been as unobtrusive as was the General Education Board in its initial gifts to supervision. It is a sad commentary upon the condition of Southern education at the turn of the century and the attitudes of many educators—some of whom in spite of these attitudes rendered noble service—that there were bitter rivalries, suspicions, and even animosities among the colleges of the South. At times it seemed that two institutions of higher education could not exist within a day's journey of each other and remain friendly. About the beginning

of the World War these bitternesses were fortunately cooling off, and somewhere toward the close of the War there began to appear planned efforts to secure friendly coöperation and mutual aid among the colleges of each state. Dr. Raymond Binford, President of Guilford College, has promised to write an article upon the North Carolina College Conference, which emerged about 1920. Dr. Henry N. Snyder, President of Wofford College, has consented to prepare an article dealing with the South Carolina College Conference, which has done outstanding work in that state. So unobtrusive, however, has been the work of these conferences, and so little attention have they given to publicity and self-advertising, that the editor of the *QUARTERLY*, in spite of twenty years close association with college men in the South, has personally heard only of these two and of a similar association in Alabama; yet he doubts not that there probably is such an organization in each state. A record of the work of these conferences should by all means be preserved in the pages of the *QUARTERLY*. Articles are desired giving full and careful account of the work and history of each college conference.

The sixth type of article called for is well represented in this issue of the *QUARTERLY*. Special invitation was given to the schools who have for the longest period of time maintained membership in the Association—not only because it seemed fitting to honor them, but also because the story of their origins and curriculum developments would normally reach back further in Southern educational history than would that of the newer schools. It is a source of regret that articles were not contributed in this issue dealing with many of the excellent private secondary schools that have maintained relatively long membership in the Association. Articles are requested for subsequent issues to remedy this deficiency. An article is in preparation dealing with the Durham High School, North Carolina, which has maintained continuous membership since 1902; and special effort will be made to obtain the history of the Matthew Fontain Maury High School of Norfolk, Virginia, which has maintained its membership since 1897, and is from the standpoint of membership the oldest secondary school member of the Association.* In these articles giving the history of secondary schools, public or private, it is worth while to preserve especially facts that show changing public attitudes, special sacrifices made in behalf of education, and a record of changes in curriculum from time to time. The articles in this issue tracing the development of certain high schools that are old in the membership of the Association bring out interesting facts as to the early development of education, and particularly of free public school education, in various parts of the South, local traditions and ideals of interest, the surprising vigor of opinion against co-education of the sexes that still exists in certain

* There arrived too late for publication in this issue of the *QUARTERLY* an excellent article on the Hume-Fogg High School of Nashville, Tenn., which has been a member of the association since 1909. This article, by Principal C. T. Kirkpatrick, will appear in an early number.—EDITOR.

communities, the outstanding importance of individual educators like Superintendent Edmunds of Sumter who devoted their lives to a single educational task instead of frittering them away in a series of personal promotions or a hop-skip-and-jump scurrying from place to place, the relatively longer tenure of principals and superintendents in the better high schools of the Association, the chronic shortage of building-room in secondary schools the last half-century, and the development of secondary curricula over a period of seventy-five years. The unexpected instance of the free exchange of educational ideas between North and South before the Civil War, as evidenced by the fact that in the early 1840's New Orleans sent a committee to Horace Mann and actually elected in 1844 on Mann's nomination one of Mann's proteges to be superintendent of schools, is especially interesting and suggests at least dimly the manner in which the Civil War blotted out a full generation of educational development in the South.

The seventh type of article is represented in this issue by the article of President Stephens on Southwestern Louisiana Institute and of President Sherrod of East Tennessee on the Tennessee teachers colleges. The article of President Stephens is an excellent illustration of the humorous and sometimes irritating conflict between good educational theory and the actual development of historical events. Some political and educational leaders in southwestern Louisiana decided they wanted a college, apparently on the basis that other sections of the state had been recognized by being given colleges and they had not. The state was not in any adequate degree supporting these same other colleges, and they were in fact struggling for existence. If educational surveys had been in vogue in the late 1890's, it could have been proved rather clearly by the surveyors that building the proposed college was a preposterous suggestion. As a matter of fact when the college was opened, it had to take graduates of the sixth grade of elementary school in order to have students; and it could get only 146 of these. Furthermore, the legislature violated good educational theory by putting the proposed institution up to the highest bidder and offering to locate it in the community making the largest local or individual contributions. Yet this proposition had the practical advantage of making possible a school plant and initial equipment considerably beyond the interest and probably beyond the ability of the legislature to provide. Today this institution has a college enrollment of fourteen hundred students and has played no mean part in the development of secondary schools within its area and in the preparation of teachers for the elementary schools, where otherwise teachers without college training would have been the rule. The stubborn will of those bent upon establishing educational institutions, regardless of unfavorable conditions and even valid educational argument to the contrary, is sometimes justified by the wisdom of events. Furthermore, an institution stable enough to maintain the same administration for more than a genera-

tion has at least a major advantage in making a real educational contribution. The article of President Sherrod calls attention to a type of institution that has developed entirely within the life span of the Southern Association and has made a place for itself among the major educational factors of this area.

The eighth type of article is represented in this issue by the article on President Bruce R. Payne and Peabody College. Similar articles should be written on such long and fruitful administrations as those of Presidents D. B. Johnson of Winthrop College, Edwin A. Alderman of the University of Virginia, and A. B. Dinwiddie of Tulane—merely to mention a few of the outstanding founders and rebuilders of colleges whose administrations have come within the range of Southern Association activities.

It will probably be some time before the *QUARTERLY* can again devote an entire issue to historical material, but articles of the type outlined are always welcomed for future publication. The fact that they are of permanent as well as current interest makes them all the more welcome as a source of reserve material to enable the Editorial Board to standardize the size of various issues of the *QUARTERLY*.

The Issue for February, 1938

(If you or your school are left out, it is your own fault!)

The Report of the Committee on Publications adopted at the Richmond meeting in December, 1936 recommended :

"(3, c.) That the third issue (of the QUARTERLY) contain reprints and abstracts of articles of significant value and interest to the development of education in the South.

"(d.) That the fourth issue contain Association and educational news and the tentative program and information about the annual meeting."

The third issue (August) was this year, by request of the Commission on Research and Curricular Problems, devoted to articles dealing with the curriculum. The fourth issue, as contemplated in the report of the Committee on Publications cited above will really be the first issue for 1938 (February, 1938), by reason of the subsequent action of the Association in moving its annual meeting from the week of December 1 to the week of April 1. The following types of "educational news" and related material are especially desired for this February issue, and should be in the hands of the editor before January 1 :

1. A list of all new members of the faculty and the administrative staff of every member institution in the Association.

Please use the following form for this list:

RECORD OF NEW MEMBERS OF THE FACULTY AND ADMINISTRATIVE STAFF OF

..... (Here insert name of university, college, or secondary school. Furnish data for full-time employees only. In the case of universities, for instance, do not include fellows and departmental assistants, minor employees in the library, etc.)

Name of new employee.....

Last position held, and number of years in that position.....

Position to which now elected.....

Academic degrees held, with record of institutions conferring them in each case

..... Name of person, succeeded by this new employee, and number of years he held the position.....

New position assumed by this person.....

Additional information that to you seems pertinent.....

..... (Signed)

..... *Person Furnishing Information*

2. A list of all persons returning to the faculty or staff of member institutions from sabbatical leave or other absence. (Use same form as for new

employees, except change "new" member in heading to "returning" member, and under heading "additional information," state length of absence and activities during leave.)

3. A list of all teachers and administrative officers in member institutions, both institutions of higher learning and secondary schools, who have served in each institution for as many as thirty years. In a subsequent issue the present management of the QUARTERLY would like to recognize employees of member schools who have served their institutions as many as twenty-five, or even twenty or fifteen years; but if the membership of the Association responds to this request as it should, there will appear in the February issue a surprisingly large list of men and women who for thirty years and longer have been building themselves into the lives of their institutions and helping to make their institutions worthy of Southern Association membership.

Please use the following form for this list:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL
WHO HAS SERVED THIRTY YEARS OR MORE IN.....

.....
(Here insert name of university, college, or secondary school. Furnish data for employee of faculty standing only.)

Name of the employee.....

Academic degrees held, with name of institutions conferring them in each case.....

Institutions at which employee has pursued further studies during period of his employment.....

(If employee has taken time out for further study, even without leave from your institution, but returned upon completing his period of study, count his service as continuous for purposes of this report.)

Different positions he has held in your institution or system and length of time in each.....

.....
(Public high schools will include in this report their superintendent and other supervisory officials, provided of course such officials have served thirty years, even though part of the service of such persons was in some other part of the school system, e.g., an elementary principalship or teaching position. The high school should today be stronger for having on its present staff persons of long service and devotion to the system.)

Date at which service of employee began.....

Present position and when entered.....

Any distinct, or most important, contribution(s) to the institution.....

.....
Additional information that to you seems pertinent.....

4. A list of all members of the faculty or official staff of member institutions who have died in the service of the institution, since January 1, 1937.

Please use the following form for this list:

RECORD OF FACULTY MEMBER OR ADMINISTRATIVE OFFICIAL
WHO HAS DIED SINCE JANUARY 1 IN THE SERVICE OF
..... (Here insert name of your institution.)

Name of employee.....

Academic degrees, if any, with name of institutions conferring them.....

Date employment began in your institution.....

Position held.....

Date of death.....

Any distinct contribution of deceased to your institution.....

Additional information that to you seems pertinent.....

.....

5. A description of any new department or other important changes in your institution this year. Be as specific as possible in explaining the changes.

6. The number of degrees, listing each, awarded by college and university members within the last twelve months. In the case of Masters' degrees and Doctors of Philosophy, please list numbers granted by major departments.

7. Any other news concerning your institution you deem of significance or interest to other members of the Southern Association.

Bruce Ryburn Payne and the New Peabody College *

By A. L. CRABB
Professor of Education, George Peabody College

There was found on November 1, 1930, among some miscellaneous old papers, a historic document. It was the original letter written by George Peabody to a notable group of men, placing in their care the grant of a million dollars whose income forever should be invested in Southern education. Few letters, as this letter of Peabody written while the South was exhausted by the Civil War and when bitterness following the war was at its height, have carried such vitality. It put the breath of life into educational systems if not dead, paralyzed. It was, indeed, a declaration of Southern literacy. It was written in that chaste dignity which characterizes great documents. Nothing expressed slovenly can properly reflect great ideals nor formulate great deeds. One can doubt intelligently whether any letter up to that time had carried such educational promise for an entire section of our nation. No grant so large had been dedicated to education, and none had been placed with such strategy and vision.

One hesitates to visualize the status of Southern education today if that letter had never been written. Perhaps another writer of beneficent letters would have been raised up. If not, that letter has added at least a generation of progress to the schools in which the children of the South are trained. Certainly, the good deeds set in motion by George Peabody will go marching across the pages of Southern history as long as pages shall be added to Southern history. For only inconceivably colossal human stupidity can stop their march now.

George Peabody gave, first and last, two million dollars, but money by itself is impotent. It can be made a power for salvation only when touched by the hand of consecrated leadership. And such leadership has touched Peabody's millions. Robert Winthrop was such a leader. Barnas Sears was such a leader, a superb master of educational diplomacy, ministering with grace and wisdom to a sore and stricken people. William Harold Payne was such a leader, America's first professor of education, a great master of the fine art of teaching. Wickliffe Rose was such a leader, a great organizer of educational forces. George Peabody's millions have been touched by none but consecrated hands.

Five years after George Peabody died, Bruce Ryburn Payne was born. There is a sublime mystery in the future of a human being. No one can

* Many of the facts stated in this article have appeared in various issues of the *Peabody Reflector*. The author gave the Editor great latitude in revising this article, on the ground that it might seem somewhat too emotional. Anyone who knew Dr. Payne, however, will realize that no other type of article would give a true picture either of the man or of his work.

look at a newly born babe and say, "He will within these years do this at such a place." Those six or seven or eight pounds of flesh carry powers and possibilities at which the very wisest can only guess. It is about equally absurd to say, "He arrived by a path plotted before his birth," as to say, "He arrived, pushed along by a chain of fortuitous chances." The path from Morganton, North Carolina, to the Peabody campus was not a fixed and inescapable route nor was it the path of least resistance. It was the path travelled by one whose body was strong, whose mind was alert, and whose abiding faith was that God helps those who do their part.

Bruce Ryburn Payne was born February 18, 1874. There was strength in his ancestry, the strength of the North Carolina pioneer. His mother was a Warlick, of Swiss blood, a rather quiet but indomitable woman whose thoughts were high but whose feet rested squarely on the ground. From her the son received an unyielding determination and the ability to evaluate quickly and surely. His father, Jordan Payne, was a teacher and a "local" Methodist preacher, licensed to preach but never ordained to administer the sacraments of the church. Strong in doctrine and exhortation, a minister of grace among the sick and the needy, impetuous and constantly in action, he lived out his days among the hills and people he loved. From him the son derived a constant flow of nervous energy, a restlessness and impatience for achievement. Both father and mother were devoutly religious. In their lives faith and prayer were major impulses; and to them right was right and wrong was wrong, and never the twain could meet. These qualities held in common by the parents found their daily reflex in the life of the son. The Puritans did not all live in New England nor were the Covenanters all Presbyterians.

There was strength in his environment. North Carolina has become a wealthy state. It was not so in 1874. Then, its notable product was men. And what a list belongs within that range of years! J. Y. Joyner, E. A. Alderman, Walter Hines Page, Charles McIver, Charles B. Aycock, Logan Patton, Arch Allen, Edwin Graham, Archibald Henderson, to mention but a few that come casually to the author's mind. Conditions in North Carolina favored the development of strong men in the generation that grew up during and immediately after Reconstruction.

And then, there was strength in the Patton School to which Payne went during his early and middle teens. In 1892 he finished the courses of the Patton School. At that time he was working in a telegraph office as operator several hours a day, but there were enough hours left for him to master all assignments. One of his classmates describes him as having an "ability to read Latin and Greek marvelously," an ability, it may be suspected, pleasing to the instructor. The guiding spirit of the Patton School was one of the South's great teachers, the power of whose teaching and personality passed into lives still dominant in various fields: R. L. Moore, Hight C.

Moore, W. R. Bradshaw, R. C. Coffey, J. S. Bowman, R. P. Crump. "He was the greatest teacher I ever knew," said Dr. Hight C. Moore. His eulogy but echoes the sentiment of the entire constituency of the Patton School. In Logan Patton there were commingled an unusually penetrating mind, an unselfishness of spirit, a cleanliness of life, an evangelical purpose, and a stoical adherence to those rigid exactitudes of the Puritan preacher and schoolmaster. Great personalities emerge from small areas, usually from the immediate proximity of parent personalities. The Patton School was a fountain pouring strong men and women into the life stream of western North Carolina, and from there to the nation.

At that time, North Carolina's strong young men of the Baptist faith who went to college went to Wake Forest. Those of the Methodist went to Trinity. It was the natural routine. So, Bruce Payne went to Trinity. At Trinity he was generally popular with both schoolmates and faculty, and to this day there persists a tradition of the ecstatic estimate which the girls of the college placed upon the beauty of his eyes. There persists also stories of his visits to the sick and his vigils by their side. The hospital equipment of Trinity at the time was negligible, as was the equipment of most Southern colleges at that time. The sick student languished in his own room, and his schoolmates ministered to him. Bruce Payne, according to the story still told on the campus, never missed an opportunity to serve a stricken schoolmate. One student, now a prominent attorney, credits him with having saved his life by skilfully and devotedly nursing him through a prolonged case of typhoid fever. His first ambition was to become a physician, and his earlier college training was with that end in view. This supplemented practically his Samaritan zeal in behalf of the sick and distressed.

He took his baccalaureate degree in Trinity in 1896. In the fall of that year he became principal of the Morganton Academy, where he continued three years, the third carrying also the duties of the county superintendency. In 1899 he returned to Durham as instructor in the Durham high school,*

* The Editor of the QUARTERLY entered the first year of the Durham High School the year Mr. Payne came as teacher of Latin and Greek. Durham, then and now, had the reputation of somewhat strict discipline. Payne admirably fitted into the traditions of the school. As a secondary-school teacher he was a benevolent autocrat, whose benevolence his pupils appreciated as readily as they accepted his sternness. He was an efficient task-master, Morrisonian in his thoroughness long before the "theory of mastery" was put into print. When his students entered college, they were astounded to find that most of their classmates from other good schools had presented only four books of Caesar, four orations of Cicero, little or no Latin prose composition, and perhaps as little as four books of Vergil: Payne had seen that they mastered Collar and Daniell's *First Year Latin* complete the first year from title-page to index, five books of Caesar, excerpts from other books, and heavy work in Latin prose composition the second year, seven orations of Cicero and more composition the third year, six books of Vergil the fourth year, and two years of Greek in similar quantities and quality. On the other hand, Payne had never heard of "a normal curve of grading": he was vigorously determined that no student should fail. He worked hard before school and after hours to see that the laggards came up, and come up they did. Along with his hard-driving of both himself and his students, Payne was also surprisingly modern: he conducted home-room programs for two or three periods weekly, in which current events

and part-time graduate student in Trinity. There is no doubt that all of his contacts with Durham town and Trinity College were happy ones. Presently they made him superintendent of one of the Methodist Sunday schools, and the mature residents of the town still talk of the zeal and spirit manifested under his organization, and of the summary of the lesson as presented by the superintendent to the entire school during the final ten minutes of the hour.

He had been happy and effective in the academy at Morganton, he was happy and effective at Durham; but the challenge of wider horizons continually beckoned him away. Somewhere, there were deeper and more fruitful waters into which to cast his net. On the other hand, this was his home. He was born, and his parents lived, not far away. He was steeped in the lore of North Carolina. Its legends and sagas were in his heart and its virility was in his blood. He loved its hills and valleys with all the fierce ardor of the Scot for the Caledonian hills or of the Briton for England's green fields. At Durham he had met and paid his devotions to Lula Carr, and on December 7, 1897 they had married. And now there was a son following those lovely paths which his father had trod. Truly, the lot of Bruce Payne was cast in pleasant places. It was a cruel challenge which called him from such a home. "Stay," called all the voices of sentiment. "Stay," called church and school and neighbors. "Go," said wife. "Go," called that inward challenge to larger things. It was in epitome the same struggle that has been waged every time the voice of duty has called a man from his home. A touch of pathos lies in the fact that frequently in a nation such as ours a man must leave home in order to enter into the larger life. There was in the town a man mighty in prayer, and he besought divine guidance as to the duty of his young fellow townsman in this hour of stress. The answer clearly was, "Go." Now, the judgment of wife and the stern sense of duty probably would have won in the end anyway, but reënforced by definite answer to prayer they immediately won the decision. The next scene shows the family of three boarding a railroad train enroute to Columbia University.

All through his life, Bruce Ryburn Payne was most sensitive to the outcome of prayer. All through his life, his faith that right would emerge from the larger issues of life never wavered. In his later years the statement was made and oft repeated at Peabody, not altogether in jest, that the President had much faith in the proper adjustment of large affairs, but very little faith when smaller matters were concerned. He did not propose to

and magazine articles from the old *Outlook*, the *World's Work*, the *Review of Reviews*, and other periodicals were carefully discussed. He and his classes subscribed to a full table of newspapers and periodicals a quarter-century before the Southern Association suggested the necessity for current materials in the school library. He also encouraged as recreational activity the study of great paintings for periodic programs and initiated for his pupils correspondence with students in various parts of the United States and Europe. These activities were in the years 1899 to 1902.—EDITOR.

worry Providence with what he could do for himself. He could send four members of his staff separately to the station to meet the same visitor, but he moved forward never doubting that in the end all needed assistance would be added unto Peabody.

He did not have much money when he reached Columbia, but he had much faith, and those of great faith do not waste their substance in worry. He was calm when he experienced an acute attack of appendicitis and an ensuing operation, by which incidentally he made a contact which he cherished fondly until his death. He did not worry when intermittent crises came. In such moments he bore as a shield the consciousness that he was there for a purpose too big to be thwarted by the need of a few paltry dollars. And so, confident of his mission, he threw all of his passionate intellectual inquisitiveness into the accomplishment of tasks set, programs assigned. And his wife worked—cooked, sewed, typed, gave that complexity of service demanded by a four-year-old son. By that time she had learned her husband well enough to know that sometimes he needed pushing forward, sometimes to be pulled back into a better state of equilibrium, and those items of service she performed, too. It has sometimes seemed that the best training a husband and wife can have for each other and for life is to be found in school in their earlier married years, poor and dependent on each other. If they can only have faith! Once, the Paynes were in particularly straightened circumstances. Mrs. Payne admits that she, womanlike, worried some. He, none at all. Then, when things were at their worst, a surprising and miraculous offer came for a piece of ground which she had inherited and had all but forgotten. Once again, the wolf barked before their door, loudly, this time. The wife grew a bit impatient, then, and remarked to an intimate friend that she wished that Bruce had, if not a little less faith, certainly a little more money. As she spoke, the postman rang their doorbell and left a check, ample at the time, in payment for an article which the husband had contributed to a magazine months before and had forgotten. There was a catch in her voice and a glint of tears in her eyes as she spoke to the visitor, "Bruce is right; I ought to have known it."

The student body in Teachers College, Columbia, was then comparatively small, but it contained such elements of potential power as are not often assembled. There have gathered, now and then, in American colleges student groups of historic power. In 1788 James Priestley taught in Salem Academy at Bardstown, Kentucky, a group of young men two of whom became United States senators; one, a congressman; another, a federal attorney in which role he prosecuted Burr, and dared to match his wits against those of Henry Clay; another, one of Kentucky's great ministers of the gospel. For five of them counties were named. John Witherspoon taught such a group at Princeton. At least one group, later to be notably influential in national affairs, assembled in William and Mary. More than once,

such a group has been found in Harvard. But indeed few groups, if any, have exerted upon national life a more beneficent influence than the one which studied at Teachers College during the early years of the present century. There were Strayer, Cubberley, Merriam, Elliott, Suzzallo, Broome, Farrington, Dearborn, Parker, Andrews, Hall, Henderson, and, neither last nor least, Bruce Payne. These were appropriate contacts for the young North Carolinian.

His was then an ascetic figure. His weight was only 125 pounds, and he was of better than medium height. His face was thin and bore the marks of intense living. He has always found life an intensely serious matter, but then seriousness was unrelieved by the reassurance of great achievements. His major professor, Frank McMurry, has said that the lowest grade he made in his classes was an A—, and then jestingly added that the minus was put in to encourage a proper attitude of humility. As a matter of fact, doubt was never a major element in Bruce Payne's mental processes. Men of faith are not doubtful men. Professor Suzzallo once wrote :

He was a careful, hard-working student, who went his own gait preparing himself carefully for the critical discussion of the seminars. There he would listen to all the new edges of argument, but they never dulled confidence in his own final thinking. This is one of the best pictures I have of him, coming in at the door, tarrying for a few minutes of trenchant argument, hurrying out again with a glance back to help focus his last words of skepticism as to the worth of anything anyone had said.

Professor Thorndike has given a briefer and soberer picture of him: "A young man who manifested a rare combination of charm, good nature, and persistence. He usually got what he wanted, but he did it without annoying anyone."

With Suzzallo, Parker, Elliott, and Strayer his professional friendship was particularly intimate. They studied together, collaborated in the preparation of reports, drank deep from Pierian fountains. There wasn't such a terrifying array of reference material available then for a student of the science of education, but perhaps such material finds much of its justification in the bolstering of stale minds. "A bright writer composes his own footnotes," said the witty Mr. Chesterton. Elliott, Parker, Suzzallo, Strayer, and Payne didn't lean much upon pedagogical precedents. They made them. He was favored, too, in the instructors he chose: Frank McMurry, master of pedagogy, brilliant, invincible in debate, at times devastatingly sarcastic; Thorndike, slower, more patient, laboring incessantly to discover the mainsprings of human action; Paul Monroe, passionate student of the diverse forces which have flowed together to form our present educational system; Nicholas Murray Butler and John Dewey, able interpreters of the great frontiersmen of human thought. The power of these is universally admitted, but consider the symmetry they present, occupying,

taken together, all of the cardinal points of the educational compass. Not often is a student taught by as *complete* a staff.

In 1903 Columbia gave Bruce Payne the Master's degree, his second of that rank. The next year he was given the doctorate. He was ready to go forth to his destiny.

And his premonitions were right. His destiny never carried him back to North Carolina except for incidental visits, cruelly brief. During the year, 1904-05, he was professor of philosophy and education in the ancient and honorable college of William and Mary. From the summer of 1905 to 1911 he served in various capacities in the University of Virginia. For one year he was professor of secondary education, and for five, professor of psychology. During the entire period he was in charge of summer sessions. He was a pioneer in the great summer school development in the Southeast, that has made possible the teacher-training programs of the Southern states. It may be said too that he carried the science of education to the Old Dominion. It should be said that he carried the beginnings of standardization and of official encouragement to the public schools there. He was the first with the Ph.D. degree to have part in Virginia's public school system. He served as institute instructor, as organizer of high schools, as educational evangelist generally. No educational movement of any importance failed to thrill to his rallying cry. As evidence of his catholic spirit in education it may be mentioned that he delivered at the University the first series of lectures on Negro education ever presented in the nation. This quotation is from President McConnell of East Radford :

He did more in my opinion to bring order out of chaos in the matter of credits, courses of study, and entrance requirements than any other man in Virginia has ever done. I recall the heroic struggles he had at county, district, and state educational associations in explaining how a high school course should be built, and what a "unit" really meant. It is difficult now for anyone who was not in Virginia at the time to realize what a task he had on his hands. But he succeeded. He puzzled and shocked the conventional type of educational leader. He succeeded in hurrying up a remarkable educational change for the better.

He was a born propagandist. He identified himself with the famous state-wide campaign known as the "May Campaign." This, the first of its kind in Virginia, was phenomenally successful. His enthusiasm and his ability to enlist the co-operation of others made possible the remarkable success of the movement. Its good influence is felt in every nook and corner of the commonwealth even to this day, after a quarter of a century.

On the campus of the ultra-conservative University of Virginia he really created the Summer School, now known as the Summer Quarter. For a number of years there had been a certain type of loosely conducted short summer terms at the university carrying neither credit nor distinction. Doctor Payne completely reorganized and gave academic respectability to the summer quarter at the university, and in the face of considerable opposition. The University of Virginia is under everlasting obligation to this daring, forward-looking young man in liber-

alizing the ideals and vision of that most conservative institution. If he had done nothing else in Virginia, he deserves the gratitude of every liberal minded Virginian.

Bruce Payne arrived in Nashville, February 11, 1911, to assume the presidency of George Peabody College for Teachers. He had not wanted to leave Virginia. He had made stalwart friends from Bristol to Winchester, from Lexington to Norfolk. The ineffaceable mark of his genius was upon the state's public schools. The University, founded by Jefferson as an instrument of escape from gross inequalities of life, had become for him a place of rare beauty—beauty of spirit, beauty of building, altogether lovely. At first, he did not care to come to Peabody and said so. He made a long trip to urge Doctor Wickliffe Rose to accept the position. For a while he evaded any discussion of the matter. Then, gradually, the conviction formed that Peabody was a part and parcel of his destiny.

In some ways the post at Peabody was not an attractive one. It was not that it lacked a modicum of ease and relaxation, which it surely did, but that it promised a life of anxiety, of heart-breaking uncertainty. There were mountains to be moved which yielded only to faith. Arrangements had been made to move Peabody from the campus which had served it for thirty-five years to the new Hillsboro section. The reasons for the transfer, as seen now, were clear and compelling; but then a considerable group of citizens went to court to prevent it. This unpleasantness, however, formed but an inconsequential part of the new president's worry. Another campus had to be wrought out of virgin territory, its buildings conceived and planned to serve not a generation but centuries. A curriculum fitted to new conditions and to intensive study had to be devised. It was necessary to find more money, much more money. The Peabody Board had provided a million dollars, Nashville and Davidson County \$300,000, the state of Tennessee \$250,000, the University of Nashville buildings, and land amounting to about \$200,000. The total would not enable the college to meet its challenge. He that raises endowments can neither slumber nor sleep. And he must have faith! He thought of these things, flinched perhaps at their demands, prayed for light and came to Peabody.

"The main business of a college president," once said President Van Hise of Wisconsin, "is to dream dreams." One can visualize President Payne in these early days in Nashville dreaming dreams of a college yet to be, seeing with the eyes of faith a stately array of buildings, reminiscent of the glories of the Old South, and of Old Greece as well, buildings erected to the glory of God and the service of man, buildings to serve as altars whereon were lighted torches to brighten the South. Of such things he dreamed, and his wife dreamed with him. And together they matched their dreams against the cold light of waking.

The president plunged feverishly into his duties, a chaotic jumble of duties. The ground available for the new campus presented seemingly insuperable difficulties. Considerable buying and trading had to be effected before the integrity of the campus could be assured, and these transactions involved the play of keen wits. Then, thanks to the tactful counsel of a landscape artist, the campus began in his mind to assume symmetry. Next, the architect came with his specialized artistry. This, too, was brought under the sharp scrutiny of the president. He had had his dreams; they must not be marred by alien craftsmen. To dream is not expensive; but money, much money, is required to turn those dreams into solid structures of brick and stone.

Presently, the president discovered that the Peabody Board had still a half million dollars unassigned. That money he needed. So insistent and convincing was his appeal that in May, 1911 the Board voted to add the remainder of the fund to its original bequest, provided an additional million be raised by November, 1913. The president accepted the challenge promptly. It was a campaign of epic quality and proportions. The senior J. Pierpont Morgan, then in the last year of his life, gave \$100,000. Mrs. Morris Jesup gave \$85,000 as a memorial to the memory of her husband, who had contributed outstanding service while on the Peabody Board. Mrs. J. S. Kennedy gave \$50,000; Cleveland Dodge, \$25,000. The General Educational Board endowed Knapp Farm in the sum of \$250,000. John D. Rockefeller, Sr., gave \$300,000. That was a most heartening gift, but it was no easy achievement. Almost two hundred days, mostly disheartening days, were spent in New York in pressing this solicitation.

Came the early fall of 1913. Several small contributions had raised the total pledged to \$850,000. November, forty days away, \$150,000 short, defeat imminent. It was the time for the exercise of high faith. In some old notes left in the files of President Porter was found a notation that Mr. J. Pierpont Morgan had promised the college \$250,000 if the need for that sum should develop. The need had developed. There was, however, nothing in black and white, no scratch of the pen to support the notation. In the meantime, Mr. Morgan had died. It was a faint chance, but it was all the chance left. To Mr. Herbert Satterlee, son-in-law of Morgan, the plea was made. He called for verification of the promise. Apparently, it could not be verified. Mr. Satterlee promised to check carefully through Mr. Morgan's private correspondence to find if any record was left there. There was none. He addressed the visitors: "If we had proof that Mr. Morgan made this promise we would grant it without a moment's hesitation. We do not believe he promised it. Therefore, we cannot see our way clear to make the grant." When he had spoken, as if by signal, the office became deathly quiet. For awhile, no one moved or spoke. Not even a paper rustled. The noise from the outside, detached fragments of sound from a remote world, drifted into the room. The president sat with

his head bowed, agony in his heart. He afterwards said that he was nearer to defeat and farther from faith than ever before, or since. Then, he stood up and made one of the most effective statements of his career, certainly, the most dramatic.

I am beaten. I leave here a beaten man. I have failed in the pledge I made my Board. I have no other resource open, and it is now but ten days until I must make my final report. I can't ask for more time. I have had almost two and a half years. We can't begin on what we have, at least I can't. As it stands now, I am beaten, discredited. But it is not my personal defeat that terrifies me. It is the defeat of the children of the South, little children with upturned faces, pleading for the light. We cannot go on. The college cannot open; and those buildings, now almost finished, will stand as mute and tragic ghosts of a thwarted hope. Perhaps, Mr. Satterlee, your revered father-in-law did not make that promise. I do not know. But this I believe, that if he were sitting in that chair instead of you, Mr. Satterlee, he would make it today. Mr. Morgan loved George Peabody. Mr. Peabody started him on his career and taught him the work of which he became a master. Mr. Morgan died, believing that Peabody was one of the greatest of Americans. Mr. Peabody started the educational redemption of the South and if Mr. Morgan were sitting in your chair, Mr. Satterlee, he would never fail to help complete it.

Again the office went quiet, but only for a moment. The president turned to leave. At the door Satterlee halted him. "Where are you going?" he asked. "To the Prince George Hotel, then to Nashville." "Don't leave the hotel until you get some word from me. I'll 'phone." There was, then, still hope enough for a man of faith to cling to. In his room he sat and waited for the telephone to ring. All the next day it was silent. And the next it was silent, staring down at him from the wall with a sort of insensate mockery. On the third morning he sat waiting as Time ticked itself by in leaden intervals. All that was left for him to do was to pray, the refuge of faith. Then, the 'phone rang. He was bidden to return to the Satterlee office at ten. He called up Dr. Wallace Buttrick, then in the city, and told him of the engagement. Dr. Buttrick had arranged otherwise for ten. "Then change your engagement," said the president, "I haven't the courage to go to that office alone. This is for me either the beginning or the end. I need help."

The two arrived promptly at ten. They were kept waiting for a half hour. They waited silently. There was no conversation. Then, they were ushered into Satterlee's presence. He came directly to the point. "I doubt if Mr. Morgan made that promise. It was not his way to offer funds informally, but I have cabled his son. We think if Mr. Morgan were alive he would give the amount you need, and because we are convinced of that we will give it."

At the hotel, as he was putting his Bible into his suitcase it opened. Inadvertently, his eyes sought the page and found that ancient promise of

the happy ending: "Sorrow may endure for a night but joy cometh in the morning." It was morning.

George Peabody College for Teachers opened on its new campus June 1914. The session lasted six weeks and 1,108 students enrolled in its classes. There were only two buildings available for use, the Industrial Arts Building and the Home Economics Building. The Psychology and Social Religious buildings were not ready until a year later. Assembly programs were held in a tent pitched just in front of where the library now stands.

The President had assembled a group of notable instructors, some for the summer, some for permanent service. He had arranged for everything, foreseen all eventualities. Morning, noon, and evening, he was everywhere.

Of course, it was not the beginning of the college. It was but the beginning of a new phase of its career. The good will of the fourteen thousand alumni of Peabody was of enormous value. Some of them knew the new president; and those who did not, knew of the work he had done in Virginia. All of them knew personally Professor Charles E. Little, for twenty years in the little group whose members taught so gloriously on the old campus. That summer, 208 former students of Peabody enrolled for work. But Peabody brought new territory under its standards. For instance, Kentucky had given very little patronage to the institution. That first summer, twenty-seven Kentuckians registered. The next summer, fifty-three. In the student body of that first session eleven states were represented for the first time. Of the 1,108, 319 were graduate students. It was really the beginning of Southern graduate study in the science of education. It was a large beginning of college-mindedness among the general group of Southern teachers. The first session was a success. The college went over. And on the day that the session ended a great and tragic conflagration broke out across the seas.

Twenty-three years have passed since that summer when Peabody started on the second phase of its career. Twenty-three years ago last summer 1,108 students recited in the two buildings, the tent, and under the magnolias, which joined the rare beauty of flower to the utility of shade. Twenty-three years have passed since that summer when the young president moved untiringly throughout the day among the various units of the institution, visiting this classroom and that, studying with seeing eyes and understanding mind progress on the buildings under construction, holding conferences, conscious of the meaning and quality of every activity of the college. And as he moved, he kept his eyes on the ground; but his vision was high and wide.

That was twenty-three years ago. Men do not change fundamentally. The best they can do is to refine and ripen what they already have. While he lived, the president manifested the same flow of nervous energy objectifying itself in unceasing activity. On the day he died, April 20, 1937, there

was no leisurely quality in his action. There had never been. In conversation he talked rapidly, sometimes unintelligibly, his mind leaping gaps which his hearers could not so easily cross. Having reached a decision, he acted with amazing swiftness. He summoned to his aid all of those auxiliaries of speed, the telephone, the telegraph, the air mail. Having elected a destination, he set out in his car or by the fastest train or airplane to destroy space. Twenty-three years brought him maturity but not leisure, nor did they dim his dreams. Many of his dreams came true. In achieving their reality he had the undivided loyalty of his board of trustees, a group made notable by the presence of some of the nation's best minds. Two members of his original board survived him, James E. Caldwell and James K. Orr. For twenty-three years they have given unsparingly of their time and strength. The wisdom of their counsel has become a vital part of the story of Peabody. Twenty-three years have brought to the college almost three times the enrollment of that first summer. In the regular year there are now more than four for every one who attended the session of 1914-15. The college has greatly expanded the range of its influence. Last summer every state except Delaware was represented in the student body. Prior to 1914, for instance, no student from Kansas had registered in Peabody. Last summer, there were thirty-four; from Illinois, none before 1914, last summer twenty-three. Pennsylvania sent its first student in 1920, and seven were registered last summer.

There were buildings that first summer valued at \$441,000. Today, the school has invested in buildings \$4,249,000. Other dreams are coming true, but of still others the substance lies ahead, perhaps far ahead. As long as he lived Bruce Ryburn Payne moved ahead, never doubting, his faith undaunted.

* * * * *

His life was at the autumn when it came to the end, but the year was at the spring. His spring and summer had been rich and fruitful seasons. The autumn bore its harvest, but autumn is no time for ease. One must plow and sow for another season. Therein lies the very essence of immortality. And he was plowing and sowing but a short time ago.

Across the frieze of the great building, and just outside the room in which he died, runs the inscription he wrote long ago: *To the Glory of God and the Service of Man.* The campus which he built was declaring the glory of God. The wisteria, the dogwood, the redbud, the spirea, the iris which he planted were blooming for the glory of God and the joy of man. He went as he would have wished to go, quietly, in a time of beauty, with no wearisome interlude between work and rest, the pillars of Peabody standing as symbols of the grace he had shed in the lives of men. Behind him a life richly spent in the service of men. Before him the long maturing of the influences he had set in motion, all growing continuously into the glory of God.

The Secondary Commission of the Southern Association of Colleges and Secondary Schools, 1911-1917

By WILLIAM R. SMITH
Professor of Secondary Education, University of Virginia

The Association of Colleges and Preparatory Schools of the Southern States was organized November 6, 1895 at Atlanta, Georgia. The call for this meeting was issued by a committee appointed by the faculty of Vanderbilt University under the guidance of Chancellor J. H. Kirkland of that institution. Sixteen delegates representing twelve institutions assembled in the chapel of the Georgia School of Technology. Out of the discussions of this small group, the Southern Association of Colleges and Preparatory Schools was born—an organization pledged to certain standards and principles and having for its purpose the organization of Southern schools and colleges for coöperation and mutual assistance, the elevation of scholarship standards, the effecting of uniformity of entrance requirements, and the development of preparatory schools so that this work might be eliminated from the colleges. The adjustment of the relationship between the high school and the college, one of the early considerations of this new educational association, resulted in the formation in 1912 of the Secondary Commission of the organization. At the time of the inception of the Southern Association, most colleges conducted preparatory classes and students left high school before graduation for college work. To correct this practice, the Association did three things: a by-law was adopted prohibiting preparatory classes, entrance requirements for admission to college were set up, and colleges belonging to the Association were required to hold entrance examinations.

From the very beginning the organization was much concerned with the work of the secondary schools of the South. At the second meeting of the Association, held at Vanderbilt University, November 10-12, 1896, papers were read on the following secondary school topics: "Weak Points in High School Work," "Preparation of the Teacher for High School Work," "Greek in the High School," and "The Public High School as a Preparation for College." At the annual meetings from 1896 on much attention and thought were given to the work of the secondary schools of the South, and at each meeting thoughtful papers were presented covering various phases of the work of the high schools of the South.

The principal subject for discussion at the 1910 session of the Association, which was held at Athens, Georgia, November 3 and 4, was the administration of the certificating system of admission into college. This topic was also the principal subject for discussion at the 1911 meeting of the Associa-

tion, which was held at Tuscaloosa, Alabama, November 2 and 3. At this meeting a subcommittee consisting of Messrs. J. J. Doster, E. C. Brooks, and J. S. Stewart of the General Committee on Regulating and Improving the Administration of the Certificating System brought in a report recommending the appointment of a Commission within the Association to regulate the accrediting system of the Southern colleges and universities. The report of the subcommittee elicited much discussion at the Tuscaloosa meeting. After a number of amendments and changes in the wording of the resolutions, the report of the Committee on the Accrediting of Schools was adopted Friday, November 3. This report is as follows:

REPORT OF THE COMMITTEE ON THE ACCREDITING OF SCHOOLS¹

Resolved: 1. There shall be a Commission composed of two members from each State, to be named and appointed by the Executive Committee of this Association for a term of three years. One of these members shall be the State Inspector of Secondary Schools, usually connected with the State University; the other shall be a representative of some other college or school belonging to this Association.

2. That it be made the duty of this Commission to agree upon a uniform blank for reports of high school principals relative to organization, teaching force, attendance, library, laboratory, and other equipment.

3. This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

4. The Commission shall describe and define unit courses of study in the various high school programs, based on the recommendation of the Carnegie Foundation and the rules of this Association as herein prescribed. The minimum standards for accrediting shall be: (1) A four-year course of study embracing at least fourteen Carnegie units; (2) three teachers, possessing each a college degree from an approved college, or its equivalent, and giving all their time to high school instruction; (3) recitation periods at least forty minutes in length and a school year of thirty-six weeks; (4) buildings, library and laboratory, and other equipment essential for good teaching of the subjects offered. In every case, however, the character of the work done by a school must be the determining factor in accrediting. By personal visits by the inspectors, by detailed reports from the principals, and by the records made by students in college the character of a school's work shall be from time to time determined. A school shall be removed from the accredited list for failure to maintain the above standards.

5. Each State committee shall prepare a list of accredited schools of its State according to the prescribed regulations, and furnish the same to the Commission at its appointed meeting.

6. From the lists thus submitted the Commission shall at its annual meeting select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

7. Colleges belonging to the Association shall report to the Professor of Secondary Education or High School Inspector by February 15 of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his State, on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission in the State, shall be forwarded

¹ *Proceedings of the Seventeenth Annual Meeting, Association of Colleges and Preparatory Schools of the Southern States*, pp. 23, 24.

in tabulated form to the schools interested by the above officer and also laid before the Commission.

The Commission on Accredited Schools was created by the Association by resolution at this meeting. The first members were appointed by the President of the Association, Chancellor J. H. Kirkland. At the Tuscaloosa meeting, also, the name of the Association was changed from the Association of Colleges and Preparatory Schools of the Southern States to the Association of Colleges and Secondary Schools of the Southern States.

At the 1912 meeting of the Association, held at Spartanburg, South Carolina, November 14 and 15, the report of the Commission on Accredited Schools was made by its Chairman, J. S. Stewart. A recapitulation of this report is as follows :

REPORT OF THE COMMISSION ON ACCREDITED SCHOOLS²

First Meeting

The Commission on Accredited Schools was created by this Association, by resolution, at the meeting held at the University of Alabama November 2 and 3, 1911. The resolution provided for the appointment of members by the President of this Association. The Commission thus created met for organization at Nashville April 4, 1912, nine representatives from six States being present. Professor J. S. Stewart was elected Chairman of the Commission and Professor B. E. Young was elected temporary Secretary to serve until the next meeting, which it was anticipated would take place at the time of the next annual meeting of the Association. The following action was taken :

It was decided to request the Commissioners of each Southern State to prepare a statement of just what this Commission proposes to do, and to send this statement to such schools in each State as the Commissioners of the State may select, together with a copy of the Report on the Accrediting of Schools, adopted November 3, 1911. This report was furnished by the Secretary of the Association.

It was decided to prepare a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment, and a committee was appointed to prepare this blank.

It was decided to prepare a uniform certificate blank for admission to college, and a committee was appointed to prepare this blank.

Second Meeting

Pursuant to the call of the Chairman, the Commission met at Spartanburg, S. C., November 13-15, 1912. Three sessions were held. The Chairman, Professor Stewart, presided over all of these. Representatives were present from the following States : Arkansas, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

The minutes of the Nashville meeting were approved and filed with the records of the Commission. The temporary Secretary, Professor B. E. Young, sent a letter of resignation stating that he would not be able to give the necessary time to this work, and suggested the election of a permanent Secretary.

The Chairman made a report of the joint meeting of representatives of this Association and of the North Central Association of Colleges and Secondary Schools,

² *Proceedings of the Eighteenth Annual Meeting, Association of Colleges and Secondary Schools of the Southern States*, pp. 28, 29.

which was held at Cincinnati on November 9, 1912, for the purpose of discussing plans to coördinate and correlate the work of the Association in regard to accrediting. This Association was represented at the Conference by Professor Stewart and Professor McHenry Rhoads; the representatives of the North Central Association were Professors H. A. Hollister, of the University of Illinois, and George R. Twiss, of the Ohio State University.

At this Conference it was agreed that it was desirable for the two Associations to adopt as far as possible uniform entrance standards and uniform blanks and reports of all kinds, and for the two Associations to affiliate in every possible way, each sending a delegate to the annual meeting of the other and conferring about all new plans and legislation with regard to accrediting.

After the Chairman's report of this Conference at Cincinnati, the Commission proceeded to amend its regulations to conform with those of the North Central Association.

The reports of the committees appointed at Nashville April 4, 1912, to prepare uniform blanks for the accrediting of schools, admission to college, etc., were called for. Professor N. W. Walker submitted a copy of the blank for the accrediting of schools. Professor E. C. Brooks sent copies of the blank for admission to college. These blanks were adopted with some changes. The blank for record of college students submitted by Professor Stewart was adopted.

The Chairman, Professor Stewart, made a brief report concerning the value of the unit course of study in various parts of the country, and in accordance with his suggestions committees were appointed to examine the courses in English, history, mathematics, science, ancient and modern languages, and vocational studies in vogue in other sections, and report back to the Commission.

Professor J. S. Stewart was continued as Chairman of the Commission. The Commission voted to postpone the election of a permanent Secretary, and Professor N. W. Walker, of the University of North Carolina, was elected temporary Secretary.

It was decided to hold the next meeting of the Commission in Richmond, Va., in the spring of 1913, two days in advance of the meeting of the Conference for Education in the South.

At the conclusion of this report, Professor Stewart presented for his Committee the proposed regulations of the Commission on Accredited Schools of the Association of Colleges and Secondary Schools of the Southern States. This report, adopted by the Association Friday afternoon, November 15, 1912, is as follows:

**REGULATIONS OF THE COMMISSION ON ACCREDITED SCHOOLS OF THE ASSOCIATION
OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES³**

ARTICLE 1. There shall be a Commission composed of three members from each State. One of these members shall be the State Inspector of Secondary Schools, usually connected with the State University; the second shall be a representative of some college belonging to this Association. These two members shall be named and appointed by the Executive Committee of this Association for a term of three years. The third member shall be chosen by the two members above named for the same term, and shall be connected with some secondary school accredited by the Association.

ART. 2. It shall be the duty of this Commission to agree upon a uniform blank

³ *Proceedings of the Eighteenth Annual Meeting, Association of Colleges and Secondary Schools of the Southern States*, pp. 30-32.

for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

ART. 3. This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

ART. 4. The Commission shall describe and define unit courses of study in the various secondary school programs, based on the recommendations of the Carnegie Foundation and the rules of this Association as herein prescribed. The minimum standing for accrediting shall be:

(a) No school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing fourteen units as defined by this Association. A unit represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. More than twenty periods per week should be discouraged.

(b) The minimum scholastic attainment of three-fourths of all secondary school teachers of academic subjects in any accredited school on the Southern list shall be equivalent to graduation from a college belonging to the Association of Colleges and Secondary Schools of the Southern States or a college approved by the Commission. It is strongly advised that this attainment include, or be supplemented by, special study of the content and pedagogy of the subject taught.

(c) The number of daily periods of classroom instruction given by any teacher should not exceed five periods per day, and the Commission will scrutinize with extreme care any school in which instructors teach as many as six daily periods.

(d) The laboratory and library facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating, and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) The efficiency of instruction, the acquired habits of thought and speech, the general intellectual and moral tone of a school are paramount factors; and therefore only schools that rank well in these particulars, as evidenced by rigid, thoroughgoing, sympathetic inspection, shall be considered eligible for the list.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than three teachers of academic subjects giving their full time to high school instruction. Where local conditions warrant the introduction of the so-called vocational subjects, such as agriculture, manual training, household arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be added to provide adequately for such instruction.

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. In the case of schools having twelve or more teachers a complete report on teachers once in three years will be sufficient, but full data relative to changes must be presented annually.

(i) All schools whose records show an excessive number of pupils per teacher, as based on the average number belonging, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as the maximum.

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the

principals, and by the records made by students in colleges the character of a school's work shall be from time to time determined. A school shall be removed from the accredited list for failure to maintain the above standards.

ART. 5. Each State Committee shall prepare a list of accredited schools of its State according to the prescribed regulations, and furnish the same to the Commission at its appointed annual meeting.

ART. 6. From the lists thus submitted the Commission shall at its annual meeting select the schools which shall constitute the list of Southern Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

ART. 7. Colleges belonging to the Association shall, on blanks prepared by the Commission, report to the professor of secondary education or high school inspector by February 15 of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his State. These reports, after having been reviewed by the representatives of the Commission in the State, shall be forwarded by the above-mentioned officer in tabulated form to the schools interested and also laid before the Commission.

At this meeting, the regulations adopted by the Association provided that the Commission on Accredited Schools be composed of three members from each state: one the State inspector of secondary schools; the second a representative of some college belonging to the Association; and the third a person connected with some secondary school accredited by the Association and chosen by the first two. All members were to serve for three years.

The nineteenth annual meeting of the Association of Colleges and Secondary Schools of the Southern States was held at Knoxville, Tennessee November 6 and 7, 1913, at which time there was set up for the first time the Commission on Accredited Schools with the following officials: Joseph S. Stewart, University of Georgia, Chairman; N. W. Walker, University of North Carolina, Secretary; and three members from each of the thirteen Southern States. The report of the Commission on Accredited Schools was read by Chairman Stewart at the morning meeting, November 7. The report was adopted as follows:

REPORT OF THE COMMISSION ON ACCREDITED SCHOOLS⁴

The Commission on Accredited Schools of the Southern Association of Colleges and Secondary Schools presents the following report of its work since the Spartanburg meeting in 1912:

The Commission consists of three men from each of the thirteen States in the South. Each State committee consists of the Professor of Secondary Education, another member of a college faculty, and a high school principal.

Soon after the Spartanburg meeting, the Secretary of the Commission had printed and distributed the uniform blanks for applications of schools, certificates of students, and reports from colleges, adopted at that meeting. The State committees sent these to the high schools of their respective States.

⁴ *Proceedings of the Nineteenth Annual Meeting, Association of Colleges and Secondary Schools of the Southern States, pp. 20-23.*

Applications for a place on the Southern list were received from leading high schools in each State.* The schools were inspected during the first months of 1913.

In April, at Richmond, Va., the Commission held an adjourned meeting, lasting two days. Preliminary reports were made by all the State committees, giving the schools applying and the difficulties met in adjusting the standards. A full discussion of the interpretations of these standards was engaged in by the members and several interested visitors.

A preliminary list of schools was made by the Commission from the list of applications presented by the State committees. This was done for the information of the Commission as to the status of the schools in the several States and further to aid the State committees in applying uniformly the requirements. These committees would also have the advantage of the criticisms of the Commission to bear upon school authorities in improving weak places in their schools.

This preliminary list was not printed, but was returned to each State committee with all the other applications from that State for further investigation and a later report at the annual meeting.

At the annual meeting this week the Commission has held four sessions. All the States were represented except Alabama and Kentucky. Florida had a representative present, but he was taken sick and could not attend the meetings.

Applications from schools were resubmitted by all the State committees except Arkansas and Florida. These applications were carefully scrutinized, first by the State committees, after the schools had been inspected, then by a committee of the Commission, and later voted on by the Commission on report of the subcommittee. About one-third of the applications that reached the Commission from the State committees were held up for further investigation or improvements in the schools in one or more particulars. The doubt seemed to be given in favor of the Commission.

Several schools—good ones—in every State, will not be found on the list for this year. The list represents those that applied in time to be inspected and that were approved by the Commission as complying with the high standards set by the Association. The list will be added to at each annual meeting in November. Members of the Association should impress upon schools the importance of filing their applications in time to have them acted upon by the local committees. It is hoped that every school eligible will find a place on the list.

The Commission decided not to make any recommendations this year as to changes in the content of the several units now in general use. As recommended at the Spartanburg meeting, the vocational subjects have been listed and space provided on the official blanks for reporting the same. In listing these the Commission was guided somewhat by the action of the North Central Association's definition of these subjects. These standards can be found in the North Central Reports. The Commission recommends that not more than four such vocational units out of fourteen or fifteen required for entrance be accepted for any one student by the Colleges of the Southern Association.

The study of the content of unit subjects is considered the next most important work of the Commission. To do this the following committees of three members each were appointed to study the groups named and report at the next annual meeting:

* Some of the state committees actively urged the better schools in their area to affiliate with the Association. This activity explains in part the large number of strong public schools that date their membership from 1913 and 1914. Prior to this general time some of the stronger public schools had been indifferent to the Association, regarding it as primarily a college and private school group.—EDITOR.

English.—Messrs. Henderson, of Texas; McBryde, of Tennessee; Reynolds, of Arkansas.

Modern Languages.—Messrs. Rhoads, of Kentucky; Edmunds, of South Carolina; Crooks, of Kentucky.

Manual Training.—Messrs. Butler, of Georgia; Henson, of Louisiana; Conradi, of Florida.

Ancient Languages.—Messrs. Bechtel, of Louisiana; Blackwell, of Virginia; Langanecker, of West Virginia.

Mathematics.—Messrs. Maphis, of Virginia; Haught, of West Virginia; Wright, of Alabama.

Commercial Branches.—Messrs. Pusey, of North Carolina; Blackwell, of Virginia; Hand, of South Carolina.

History.—Messrs. Lin, of Mississippi; Stephenson, of South Carolina; McCallie, of Tennessee.

The Exact Sciences.—Messrs. Brooks, of North Carolina; Foust, of Kentucky; Melvin, of Mississippi.

The Biological Sciences.—Messrs. Torreyson, of Arkansas; Kesler, of Texas; Clark, of Tennessee.

Agriculture.—Messrs. Friend, of West Virginia; Fant, of Mississippi; Thomas, of Alabama.

These ten committees were instructed to select auxiliary committees from the leading authorities in their respective subjects in the South; to study the work of other representative associations; to invite criticisms of the present standards and suggestions from all students of education. It is the wish of the Commission that the educators of the South study with the several committees this entire subject of standardization of subjects. It does not consider the present standards to be an infallible rule and guide to faith and conduct.

Complaint was made from representative high schools that appeared before the Commission that they were put to unnecessary labor and annoyance from the fact that some of the colleges did not use the uniform entrance blank; that the schools were perfectly willing to keep standard records of students, but that they could not keep all sorts of records to meet the requirements of different colleges. It is hoped that the colleges of the South will conform as nearly as possible to the uniform entrance blank adopted last year.

The Commission desires to remind the colleges of the importance of their complying with the requirement to report by the first of February to the Professors of Secondary Education the records of students entering from the several States. These records are a check on the work of the Commission and a great stimulus and help to the schools. Blanks can be secured from the Professor of Secondary Education in each State.

The former officers of the Commission were reelected.

The High School Quarterly, published at Athens, Ga., was adopted as the official organ of the Commission. It was thought that the high schools of the South should have a common medium for the exchange of ideas. The members of the Commission in each State will be contributing editors.

At the twentieth annual meeting, held at the University of Virginia, October 22 and 23, 1914, the report of the representative of the Association at the seventh conference of the National Conference Committee on Standards of Colleges and Secondary Schools, of which the Association was a

member, called attention to many important matters essential to the work of colleges and schools. The report submitted contained the following circular letter from the National Conference Committee on Standards of Colleges and Secondary Schools :

In spite of the marked progress toward uniformity in college entrance credits, this Committee is informed of certain recurring difficulties in administration. It appears, for example, from our general inquiry concerning the subject, that elementary algebra is usually given more time than is represented by the unit and a half of credit given to this subject and that certain branches of history are usually given less time than is represented by the unit of credit that they receive. There is, on the other hand, a tendency toward a strictly mechanical interpretation of the units, even to the point of counting minutes, which emphasizes the letter rather than the spirit of a system of merely approximate measures.

The Committee realizes the importance of recommending as few changes in the regulations as possible, but it believes that it will be of service if the organizations that it represents will consider and report to the Committee their official judgment or the attitude of their members toward the following suggestions :

- (1) That the unit credits assigned to the subjects of elementary algebra and history be modified so as to represent more nearly the amount of time given to these subjects.
- (2) That in certain subjects—as, for example, history—the amount of credit to be assigned should not be uniform in all cases, but should vary with the time and attention given.
- (3) That some distinction be made between the amount of credit that is given to subjects taken in the early years of the high school and those taken in the later years.
- (4) That there be adopted some uniform plan of limiting the number of subjects in which credit may be gained in order that continuity of work may be secured in at least two subjects.⁵

At this meeting, the report of the Commission on Accredited Schools, presented by Chairman J. S. Stewart was adopted, as follows :

REPORT ON THE COMMISSION ON ACCREDITED SCHOOLS⁶

The Commission met Tuesday, October 20, and has held three sessions a day, closing its deliberations today. There were twenty-six of the thirty-nine members of the Commission in attendance. All of the thirteen States were represented. Reports were made by each State committee on the influence of the Commission upon the schools of their respective States.

These benefits may be summarized under the following heads :

First, there has been shown an improvement in the teaching forces. The requirement that three-fourths of the teachers must be college graduates has called attention to the preparation of the teachers throughout the South; and the Boards of Education, in electing new teachers, have insisted that they should have college training and often have asked that there should be professional training. It has caused a number of teachers to take college work during the summer. In some cases teachers of poor scholarship have been dropped. The Commission has not

⁵ *Proceedings of the Twentieth Annual Meeting, Association of Colleges and Secondary Schools of the Southern States*, p. 20.

⁶ *Ibid.*, pp. 22-25.

urged the dropping of good teachers because they do not have a degree, but these usually can be embraced in the one-fourth without college diplomas. It has had a tendency also on the part of the Boards to investigate the educational standing of the higher institutions, which will, we feel sure, have a wholesome effect in requiring many institutions to raise their standards.

There has also been marked improvement in decreasing the average number of students to the teacher. In some cases last year members of the Commission reported schools with an average as high as forty-five students to the teacher. In every State the beneficial effect of the requirement of not over thirty students, average belonging, has induced Boards to employ more teachers. Almost every State has reported instances of schools, which were turned down last year on account of the lack of teaching force, as having made the necessary increase to meet the requirements of the Commission.

There has been similar improvement in decreasing the number of classes to the teacher. Last year the number of classes to the teacher was usually six to seven and sometimes eight. Several State Committees report a general reduction to six and in many cases five classes to the teacher this year, with a resulting improvement in the instruction. Boards have begun to measure the work of the teacher not by the number of classes taught but by the quality of the work.

Another improvement is in the increased equipment of the laboratories. Many thousands of dollars have been spent in apparatus during the past year. One State committee has received a telegram during the meeting stating that the Board had appropriated \$800 for laboratories and requesting that the school be put upon the list, as they had now met all the requirements of the Commission.

The printed list made last year of one hundred and forty-five schools, which was given publicity in the newspapers of the several States, raised criticism and a study of the several schools in each State. For instance, when the report came out with eleven schools on the Southern list in a given State, the President of the Board of a leading school not on the list would ask the superintendent: "Why is not our school on the list?" This would result in a discussion among the Board of the present condition of the school and wherein it failed to meet the standards of the Commission. It also brought about a discussion of the merits of the requirements. A school which boasts that it is the best in the State finds itself not measuring up in efficiency to some other, perhaps smaller, school. From the report it seems that the work of the Commission has had a great effect in internal study of high school conditions in some of the larger centers.

The report shows that there has been improvement in the physical conditions. When the inspector made his visit, he would sometimes find poor sanitary conditions, and these in many cases have been improved.

You will see from the above that the Commission does not look upon this work as one of merely listing schools for the convenience of higher institutions. This has its importance and is clearly recognized, but we believe our greatest help to the South will be in raising higher ideals of scholarship and equipment and in stimulating each community to give to the young the best possible high school for its needs. We are not trying to repress, but to stimulate and direct. We are not trying to press all into one group, but we wish to secure those conditions that will give the best results, with local freedom of selection of programs of studies and curricula.

The requirement that all the colleges of the Association should report the work of the students entering from the accredited schools last September was not generally carried out by the colleges, only three States making full reports. North Carolina stated that but two schools were found deficient in the work of their students at colleges and that the weak places in these schools had been strengthened. Alabama

reported that all the students from the schools on the list have been successful during the first term of work at college. Georgia reported that out of all the students entering the Georgia colleges from the State and Southern lists, fifteen per cent of the boys made a record of D in two studies, and eight per cent of the girls made a similar record.

The Commission requests that all the members of the Association keep a record of the work of the students this fall who come from schools on the accredited list and report by February to the Professor of Secondary Education in the State from which the student comes the result of the student's work. Blanks will be furnished by the State committees for this purpose.

The Commission has given much time during the past year to the study of the content of units. Committees were appointed a year ago on the different studies. No final reports were made at this session of the meeting of the Commission. There were some recommendations, and each committee was asked to continue for another year.

The English Committee suggests that three units of credit for three years' satisfactory work in English be allowed and four units for four years' satisfactory work, the weak schools giving four years in English to be limited to three units, and that further study of contents of several subjects in the English Department be made before definite requirements are announced. The committee desires to collaborate with the other national and sectional committees now studying the question of English.

The Ancient Language Committee reported the present unit requirements as to quantity, but suggested greater variety in the texts read. The Commission, however, voted that better results would be secured in Latin if the unit value for careful study was reduced to any three books of Caesar, any four orations of Cicero, and any four books of Vergil, as constituting with the first year four units of Latin. This will leave a margin for considerable sight-reading. The Commission asked the Committee on Ancient Languages to stress this matter before the National Conference Committee on Ancient Languages. The Commission further voted that, if these requirements could not be secured, colleges should consider requiring only three units of Latin for admission.

The History Committee reported progress in its work and requested that a committee be appointed to confer with the National Conference Committee on the revision of the history units. Dr. Stephenson, of South Carolina, was appointed chairman of this special committee.

The Mathematics Committee reported that no change should be made in the present unit requirements, but requested that a committee be instructed to urge upon the National Conference Committee the advisability of giving algebra the value of two units.

The Manual Training Committee reported tentative unit values for the shopwork; and the committee was enlarged, so as to study the subject further and to report upon the unit value of home economics.

All of the committees were continued for another year. We were instructed to report these findings of the committees, so that the Association might know the line upon which the several committees were working.

The Commission asked that the Association amend Section G of the requirements for accrediting, so as to add in line seven, after "A sufficient number of teachers," the words, "And proper equipment." The Commission asks that the Association appropriate ten dollars for each State committee toward the expenses of same. The Association must bear in mind that each State committee, chiefly through the pro-

fessor of secondary education, is paying all expenses of inspection and that the members of these State committees are bearing their personal expenses.

Professor N. W. Walker, Secretary of the Commission, is requested to make a report of the committees in regard to the present list of schools. We wish to state, for the information of the Association, that applications are made by the local school to the State Committee, the school is inspected, and its application is considered by the Southern Commission in a committee consisting of one member from each State. This committee has been in session some twelve hours and has carefully considered the applications made. Out of some three hundred applications about one hundred new schools have been added to the list. Many of those who have failed to reach the list have not been turned down, but have been held up, with a view of their meeting more nearly the requirements of the Association.

Thanking the Association for many evidences of coöperation and support to the work of the Commission, I respectfully submit this report.

J. S. STEWART, *Chairman.*

No action was taken on the recommendation of the report as to the content of the unit in Latin, as it was considered wise to await action of the National Conference Committee on this matter of reducing the content of units.

At the twenty-first annual meeting, held at Vanderbilt University and George Peabody College for Teachers, Nashville, Tennessee, October 28 and 29, 1915, Chancellor Kirkland made a report on the work of the National Conference Committee on Standards of Colleges and Secondary Schools. This committee held its eighth conference in New York City March 26, 1915. After distributing the minutes of the Conference, Chancellor Kirkland called attention to the following resolutions adopted by the Conference :

Resolved, That the National Conference Committee on Standards of Colleges and Secondary Schools recommends that courses in history of less than four or five periods per week be not given in the first or second year of the secondary school course ; that the minimum admission credit in history be one unit ; and that credit be not given for more than one unit in one historical field.

That the College Entrance Examination Board establish two examinations in each of the historical fields, to be known as Elementary and Advanced, or by some other distinguishing terms ; and that Elementary History be given a credit of one-half unit and Advanced History of one unit.

That colleges admitting on certificate grant credit for work in history of one-half unit or one unit according to the time employed.

Resolved, That the National Conference Committee on Standards of Colleges and Secondary Schools recommends that colleges require that at least nine of the units presented for admission be confined to three subjects.

Resolved, That the National Conference Committee on Standards of Colleges and Secondary Schools recommends that all colleges now maintaining separate admission examinations in June be urged to give up these examinations and to substitute therefor those of the College Entrance examination Board.

Resolved, That the National Conference Committee on Standards of Colleges and Secondary Schools recommends that consideration be given by colleges to the method

of admission by means of a certified school record and comprehensive examinations in a limited number of subjects.⁷

The report of the Commission on Accredited Schools, submitted by Chairman J. S. Stewart, and adopted by the Association, was as follows:

REPORT OF THE COMMISSION ON ACCREDITED SCHOOLS⁸

The Commission met Tuesday, October 19, and held three sessions a day.

Report from Colleges on the Work of Students. The several State committees reported that practically all of the colleges within their territory reported to the Professor of Secondary Education the standing of students during their first half year from schools on the accredited list. There were in all States some students who made a record of D; but the general work of the schools, as shown by the students, was satisfactory. Between ten and fifteen per cent of the students would cover those reported deficient by the colleges. We hope next year to make a statistical report of all these students entering colleges in 1915. We believe that these reports from the colleges are a good check upon the work of the Commission and should be welcomed both by the colleges and schools.

Fraternal Relations with the North Central Association. Last April, for the third time, a committee of three from the North Central Association, consisting of Inspectors Elliff, Hollister, and Twist, and Inspectors Rhoades, Friend, and Stewart, of the Southern Commission, met in Cincinnati to consider the problems common to both Associations. A joint blank has been approved for the report of schools by the two commissions. Dr. J. D. Elliff was appointed a delegate to attend this session of the Southern Commission, and Dr. Rhoades has been appointed to attend the next meeting of the North Central Association. It was agreed that the two Associations should not overlap in their accrediting territories.

The Commission recommends that the Southern Association accept the accredited list of the North Central Association for use in the South, and we understand that a similar recommendation in regard to the Southern list will be made by the North Central Commission to their Association at its next meeting. (The Association voted favorably upon the recommendation of the Commission.)

The Commission recommends that the Association adopt their recommendations of last year, recently approved by the National Conference Committee on Standards of Colleges and Secondary Schools, that "requirements in elementary algebra be increased to two units, Mathematics A1 (to quadratics) and Mathematics A2 (quadratics and beyond with some review of the first) each be counted as one unit; that colleges admitting on certificate, however, give credit for one and one-half or two units of algebra, according to the time actually devoted to the subject, not more than two units' credit to be given in any case." (Adopted by the Association.)

The Commission has recommended that general science be considered by the Exact Science Committee for one unit credit, the committee to submit a report at the next annual meeting upon the content of this unit.

The Commission requests the Association to permit it to collect and to use the fund from the accredited schools for the necessary expenses of the Commission, and that accredited schools, which are also members of the Association, be excused from the two-dollar fee required of the schools on the accredited list. (Request granted.)

In view of the fact that the State High School Inspectors find it difficult to secure reports from their schools for the current year by the end of October, the Commis-

⁷ *Proceedings of the Twenty-first Annual Meeting, Association of Colleges and Secondary Schools of the Southern States*, pp. 22, 23.

⁸ *Ibid.*, pp. 28-32.

sion requests the Executive Committee of the Southern Association to name some later date for the annual meeting of the Association, preferably the week in November before Thanksgiving week.

Agriculture. The Committee on Agriculture, consisting of Messrs. Friend, Torreyson, and Thackston, made the following report on unit credit in agriculture, which was adopted by the Commission and is recommended for adoption by the Association:

College Entrance Credit—Agriculture: To receive college entrance credit, a one year's course should consist of three recitation periods and two double laboratory periods per week extending through one school year. The second-, third-, and fourth-year courses, not less than two recitations per week, and two double laboratory periods, should be considered worthy of entrance credit. The total number of units which will apply to entrance credit should not exceed four, except in special agricultural high schools, where students are preparing to enter agricultural colleges. In such cases the amount of entrance credit is determined by the agricultural colleges. No high school should attempt to give more than one year's work in agriculture that does not have a well-equipped laboratory for the teaching of botany, physics, zoölogy, and chemistry and at least seventy-five dollars' worth of special agricultural laboratory apparatus. In specialized courses not less than fifty advanced text and reference books should be available.

Students who conduct successfully projects under an instructor who is employed for the entire year or who conducts such projects under the direction of county agents or demonstrators should receive not less than one-third nor more than one-half unit of high school credit per year, or a total of two units in four years, the amount of credit to be determined by the extent of the project, the supervision given, and the success of the same. Project work should require at least two hours per week on the part of the student.

Where one year's work only is offered, the course in agriculture is to be a general course, covering the fundamentals of soil, plants, animals, farm management, and rural economics.

(The report was adopted by the Association.)

The Commission recommends that the report of the Committee on Commercial Subjects, consisting of Messrs. Pusey, Blackwell, and Hand, be adopted by the Association.

Commercial Subjects

Shorthand. It is recommended that a minimum of one and one-half years be given to the study of shorthand. Pupils completing the course should be able to write in shorthand prose dictated at the rate of sixty words a minute and be able to translate the notes correctly on the following day. For this one and one-half units should be allowed.

Typewriting. To typewriting one year should be given. If at the end of the year the pupil can typewrite without error forty words a minute, a credit of one-half unit should be given.

Bookkeeping. The course in bookkeeping should be the simple form in single- and double-entry bookkeeping and should continue for one year, for which a credit of one unit should be given.

Commercial or Business Arithmetic. The course should cover one year, for which a credit of not more than one unit should be given.

(The report was adopted by the Association.)

Manual Training. The recommendations of the Committee on Manual Training, consisting of Messrs. Butler, Henson, and Rhoades, were adopted by the Commission and recommended by the Association.

1. That colleges list among the units accepted for entrance
 - (a) Free-hand drawing, one-half to one unit.
 - (b) Mechanical drawing, one-half to one and one-half units (conditioned upon an equal amount of geometry offered with it.)
 - (c) Shopwork, one-half to five and one-half units, approximately distributed as follows, and the total accepted from any student being not more than twice the value of the mechanical drawing accepted from him: Bench-work in wood, one-half unit; cabinet work, one unit; wood-turning, one-half unit; pattern-making, one-half unit; forging, one unit; machine work in metal, one unit; foundry work, one unit. The time required for each unit is to be not less than two hundred and forty sixty-minute hours; all shopwork, except benchwork in wood, to have periods of not less than sixty minutes each.
2. That the colleges accept these units for the present after special investigation as to the merits of the work done.

3. That the total accepted may equal one unit for A.B. courses, or three units for B.S. and engineering courses.

(Adopted by the Association.)

English. The Commission recommends that the report of the Committee on English, consisting of Henderson, McBryde, and Reynolds, as amended by the Commission, be adopted:

1. The Commission adopts the uniform requirements in English as outlined by the National Conference on College Admission Requirements in English.
2. The Commission recommends that for the completion of the uniform requirements in English, as outlined by the National Conference, three units of credit be allowed; and further, that four units be granted to those students only who, after at least four full years, have successfully completed an additional amount of work equal to one-third of the said requirements.

The Commission has conscientiously endeavored to carry out the regulations of the Association in regard to the requirements of schools to be placed upon the Southern list. We recognize the fact that there are some good schools that, from their present organization, cannot comply with the regulations of the Association. As we said last year, we believe that our greatest help to the South will come through raising higher ideals of scholarship and equipment and stimulating each community to give to the young the best possible high schools for its needs. We are not trying to repress, but to stimulate and direct. We are not trying to press all into one mold, but we wish to secure those conditions which will give the best results with local freedom of program of studies and curriculum:

The work of the Commission concerns itself most in helping the large body of public high schools throughout the South.

Every effort has been made by the several State committees to secure accurate reports from the schools and to follow this up by actual inspection, so as to place none but worthy schools upon the list. It is hoped that every member of the Association will respect the integrity of the schools and give an accurate report from the principal of the work of his graduates the same weight that one college would give to the report of the work of a student in another. The reports should be accepted until the principal has proved unworthy of belief. There is a way to remedy such defects by annual reports of the colleges to the professor of secondary education in the State where the school is located. We should all work together for mutual good.

Owing to the fact that a number of schools making reports could not be visited by the several State inspectors by the time of the meeting, the Commission authorized

a special committee to complete the list for 1915-16 by the first of January or as soon thereafter as possible.

About fifty schools were added to the list at the present meeting. The same same officers were continued for another year.

The standing committees on course of study in modern language, ancient language, history and sciences, and domestic arts reported progress and expect to make their full reports at the next annual meeting. These committees have all been in conference by correspondence and otherwise with similar committees in other associations.

When the Secondary Commission was organized at Nashville, Tennessee, April 4, 1912, there were thirty-nine secondary schools members of the Association of Colleges and Preparatory schools of the Southern States. These schools were distributed from the Southern territory as follows: Alabama, 2; Georgia, 7; Kentucky, 1; Mississippi, 3; North Carolina, 1; Tennessee, 17; Virginia, 6; West Virginia, 1; Maryland, 1.*

At the 1913 meeting held at Knoxville, Tennessee, the Association for the first time approved a list of secondary schools, one hundred sixty in number. In 1915 this list had increased to 281, and in 1916 the list consisted of 340 schools. The table below gives the distribution of these approved schools for the years 1913, 1915, and 1916.

SECONDARY SCHOOLS APPROVED BY THE SOUTHERN ASSOCIATION FOR
THE YEARS 1913, 1915, AND 1916

State	1913	1915	1916
Alabama	19	20	20
Arkansas	†	8	13
Florida	†	25	27
Georgia	19	34	38
Kentucky	17	26	26
Louisiana	0	7	7
Mississippi	6	10	10
North Carolina	10	18	26
South Carolina	10	17	21
Tennessee	11	21	25
Texas	32	44	57
Virginia	18	24	34
West Virginia	18	27	36
Total	160	281	340

† No list submitted.

† List withheld at request of Chairman State Committee.

* These thirty-nine schools, a large number of them private schools, deserve much credit for the development of high school standards in the South. They had associated themselves with a steadily enlarging group of interested colleges and had come to an understanding with their college colleagues as to what the standards of instruction in secondary schools should be. They were, of course, aided by developments taking place in other parts of the United States; for instance, the work of the Carnegie Foundation and the general conscious-

The Association of Colleges and Preparatory Schools of the Southern States, as established at Atlanta in 1895, consisted of one body. It had no separate commissions on higher institutions and secondary schools, although the interests of both of these types of schools were represented in the organization. By 1911, it was deemed necessary to establish within the Association a Commission on Secondary Schools in order to perfect the administration of the certificating system of admission into college. This Commission on Accredited Schools was created in 1912 as a part of the regular work of the Association. Its principal duties were concerned with the preparation of uniform blanks for reports from high schools and uniform certificate blanks for admission to college, as well as to describe and define unit courses of study in the various high school programs. These unit courses were fashioned after the recommendations of the Carnegie Foundation. In addition to the duties set forth above, each State committee represented on the Commission on Accredited Schools was charged with the duty of preparing a list of accredited schools of its state and to furnish this list to the Commission at its annual meeting. The lists from the various State committees were worked over by the Commission and a list of preparatory schools was selected and later submitted to the Association for ratification. Colleges belonging to the Association were required to report to the professor of secondary education or the high school inspector any cases of lack of preparation of, or other information relative to, students from schools in his state. It will thus be seen that the early work of the Commission on Secondary Schools was concerned with the proper articulation of the high school to college. It is evident from the reading of the minutes of the early meetings of this Association that the development of secondary schools in the South was greatly stimulated and directed by the policies and efforts of this body. That the principal function of the secondary school was preparation for college no one seemed to doubt. That the unification of secondary school effort in the South during the early years of the Association was directed towards the inauguration of programs in conformity with the unit courses of the Carnegie Foundation seems to be clear. After setting up the machinery of organization, agreeing upon a uniform blank for reports of high school principals, and formulating standards for accreditation, the Commission seems to have placed the major emphasis of its efforts upon the study of the content of unit courses for high school work. Special committees on unit courses were set up for the following subjects: English,

ness of the need for better articulation between high school and college. But the story Professor Smithey tells in this part of his article is a dramatic illustration of "an idea whose hour had struck": these thirty-nine schools agreed with their college fellow-members in this new "Commission" as to what the standards for a good high school should be and the Commission presented these standards to the other schools of the South, offering membership to all who would and could conform. In 1913 the thirty-nine grew to 160 and three years later there were 340 schools that had, as it were, stampeded into the Association.—
EDITOR.

modern languages, manual training, ancient languages, mathematics, commercial branches, history, the exact sciences, the biological sciences, and agriculture.

In 1915 the Association adopted *The High School Quarterly*, published in Athens, Georgia, as its official organ, and through this publication the high schools of the South were provided with a common medium for the exchange of ideas. That they were, and continued to be, sluggish in using the medium was not at all the fault of the editor, Dr. Joseph Stewart.

The Commission on Secondary Schools during the period under discussion held many meetings between the session of the Association and set its annual meeting a day or two in advance of the annual meeting of the Association. At these annual sessions detailed reports on the schools were worked out and submitted to the general Association for ratification. There is every evidence to indicate that the work of the Commission during these years was careful and systematic and that its efforts were largely responsible for the influence that the Association exerted in the improvement and development of the secondary schools of the South. There is reason to believe that the early actions of the Commission were influenced in some measure by the policies and procedures of the North Central Association. Early in the history of the Commission provision was made for an exchange of fraternal delegates between the secondary commissions of these two organizations, a practice which has continued to this day.

It appears that in the working out of the machinery of the Southern Association the principal authority was vested in the Executive Committee, rather than in the Association as a whole. Five years after the creation of the Secondary Commission within the Association the Commission on Higher Education was established to do for the colleges what the Secondary Commission had been doing for the high schools. This type of organization remained practically unchanged from 1917 until the 1935 meeting of the Association, which created a third commission, the Commission on Curricular Studies and Research.

Beginnings of Effective High School Supervision in Louisiana

By C. A. Ives
Dean, Teachers College, Louisiana State University

In Louisiana the Constitutional Convention of 1898 was notable for making new and liberal provisions for financing the building and operation of schools. Under its provisions counties or subdivisions of counties were permitted to vote bond issues for school buildings up to ten per cent of the assessed valuation, and to vote maintenance taxes of such millage as preferred without naming an upper limit. The constitutional clause and the enabling act putting it into effect were liberal in providing that such elections should carry by a majority in number and property value of the qualified taxpayers *voting in that particular election*. In many states such elections do not carry unless favored by a majority and amount involving all qualified voters or taxpayers in the district. In such cases, the question can be defeated by those who merely refrain from voting. In Louisiana the only way to defeat the measure is to vote against it. The state of opinion was evidently ready for this advance, as elections for bond issues or maintenance taxes in ever increasing numbers were called, and rarely were lost.

As a factor in this advance, the Honorable Newton C. Blanchard was elected governor in 1904 on a platform emphasizing increased support for public education. He said his would be an educational administration. He offered a five-point program:

1. A special appropriation to encourage the establishment of high schools;
2. The establishment of a fund to encourage and maintain teachers' institutes;
3. A full-time state institute conductor;
4. Increase of the state tax for schools from one and one-fourth mills to two mills;
5. Increase in the salary of parish superintendents.

To further these plans, he had induced Dr. J. B. Aswell to offer for the office of State Superintendent. Dr. Aswell was then head of what is now Louisiana Polytechnic Institute. He had attained notice for his dynamic energy, his zeal for public education, and great ability as a public speaker. Dr. Aswell was elected and at once devoted his unusual gifts to educational advance along all lines—finances, modern school buildings and equipment, teacher-standards, organization, and administration. He invited a small group of school men to collaborate with him in revising the school laws. The author of this article was one of these and remembers with satisfaction

that he had opportunity to make the suggestion concerning the pay of the parish superintendent. The existing law provided that "the parish superintendent should receive *not more* than \$200.00 per annum." The suggestion adopted was that the word "more" be changed to "less." Formerly, the office of parish superintendent was a perfunctory one. It was filled by a young doctor or lawyer, waiting for clients, hence the restricted pay. Soon this was all changed, and school men became parish superintendents. These could now be employed full-time, and professionally trained men could afford to assume the duties. The provision for professional supervision can be considered a landmark in the advance of education in Louisiana. Such men had usually served as high school principals and were able to render helpful supervisory service.

It was felt, however, that the State Department of Education should have some one of its staff who would give full time to the problems of secondary education and aid the high schools to more appropriate standards as to offerings, qualifications of teachers, and standards of graduation. Dr. S. E. Weber of Pennsylvania began his duties as state high school supervisor in October, 1907. His report for the second half of that session outlines some of the conditions he found. There were fifty-three state recognized high schools employing 129 teachers. Fifty-five of these teachers were college graduates, forty-five were two-year normal graduates, and twenty-nine had less than two years of college work. There was very meager equipment for science teaching. Of the fifty-three schools, thirty-six had inadequate equipment in physics, forty-four in chemistry, and forty-three in biology. Other conditions included class periods generally less than forty minutes, fourteen schools operating for only eight months, and fifteen with fewer than fifteen pupils. Sometimes the principal was the only high school teacher.

Dr. Weber at once exerted his leadership to improve these conditions. With the approval of the State Board of Education, new standards for state approval were added to those already in force. Some of these were:

1. The course of study must, including the lower grades, cover eleven years;
2. An approved high school must follow the state course of study;
3. The minimum length of the session must be nine months;
4. The minimum length of the recitation must be forty minutes;
5. There must be at least two teachers engaged exclusively in work above the seventh grade;
6. Science equipment must show a value of not less than \$300.00 and be kept in suitable cases;
7. The science notebooks of pupils must be sent to the State Department of Education and must show a stated minimum number of experiments suitably described in ink.

Dr. Weber prepared a 157-page bulletin, presenting three four-year curricula—literary, commercial, and agricultural. Syllabi were given and helpful suggestions presented. He asked for a reduction in the amount of foreign language, and urged strongly an extension of science, particularly under laboratory conditions. Another matter about which he felt strongly was the general neglect of singing and drawing. It was not long before a high school was required to have a special teacher of music and art in order to have state approval. Dr. Weber instituted in Louisiana the Carnegie unit of credits as a means of determining in a quantitative way the elements of the course of study and pupil achievements for graduation.

Dr. Weber visited the schools, issued circulars, called group and state conferences, and greatly stimulated and improved secondary education in Louisiana. The influence of supervision and the other activities of the State Department of Education were getting results, as the following data show:

	1907	1908	1909
Number of state high schools	53	67	87
Number of high school teachers	125	200	259
High school teachers with college diploma	55	82	107
Number of high school pupils	2,477	3,460	4,231
Value of high school library	\$7,244	\$18,245	\$23,344
Science equipment	\$5,049	\$23,039	\$32,591

In 1910 Dr. Weber returned to Pennsylvania to accept the deanship of the college of liberal arts and the professorship of education at Pennsylvania State College. He is now assistant superintendent at Pittsburgh, Pennsylvania. He was followed by Leo M. Favrot in 1910, C. A. Ives in 1914, G. E. Trudeau in 1923, and J. E. Coxe in 1935. It is proper to state that the General Education Board, New York, supported the salary and travel expense in inaugurating state high school supervision in Louisiana up to 1912.

There was a steady and rapid growth and expansion of secondary education in Louisiana, as was true, of course, in regard to elementary and higher education. The following data give concrete evidence of that growth during the first three decades after the beginning of high school supervision:

	1927-28	1936-37
State-approved high schools	342	370
High school teachers:		
Men	748	1,222
Women	1,252	2,000
High school enrollment	38,664	68,735

These data compare with the fifty-three schools, the 125 teachers, and the 2,477 reported for 1907-08.

Secondary schools in Louisiana accredited by the Southern Association of Colleges and Secondary Schools were few before 1920. One school was accredited in 1913. This was the Isidore Newman School in New Orleans. Three were accredited in 1914. By 1919 thirteen was the total of Southern Association accredited schools in Louisiana. From that time on the Southern Association became an important factor in raising secondary school standards in Louisiana, particularly with reference to the training of teachers. Its influence on colleges was perhaps as marked as in the case of high schools. Each year found an increasing number of schools qualified to meet the standards for accreditation. Today Louisiana has 138 accredited schools, employing 1,759 teachers and enrolling 43,114 pupils. Only two states in the Association—Kentucky with 156 schools, and Texas with 234—have more schools that meet Southern Association standards.

Secondary Education and Supervision in North Carolina

By J. HENRY HIGSMITH
*Director of Instructional Service, North Carolina
State Department of Education*

Just thirty years ago the North Carolina high school system was started. In 1907 the legislature authorized the establishment of rural high schools and appropriated \$45,000 for their maintenance for each year of the biennium. As a result of this legislation, 156 rural high schools were established or supported in eighty-one counties. Some of them offered only one or two years of work, some of them offered three, and a few offered the full four-year course the first year. At the time this law was passed relative to rural schools there were some high schools in towns and cities, such schools being called "special charter schools," having been provided for in the charters granted to the communities. These schools, however, were far from ideal. Private high schools were relied upon very largely for preparation of students for college.

Professor Nathan W. Walker, of the University of North Carolina, was the first state high school inspector or supervisor. He was professor of secondary education at the University, his salary being subsidized by one of the educational foundations on condition that he devote a part of his time to high school supervision. His work was very stimulating, constructive, and fruitful. He was a tower of strength to Dr. J. Y. Joyner, State Superintendent of Public Instruction, assisting in preparation of laws and plans, development of high schools, and furnishing guidance at the time when proper direction was so essential to desirable development and progress. Possessing sane judgment, a rare sense of duty and loyalty, and a steady devotion to what was to him a high calling, Professor Walker deserves great credit for what was accomplished from the beginning in 1907 until January 1, 1920, when he relinquished the position of high school inspector to devote his whole time to the professorship of secondary education at the University. He was succeeded by the writer of this sketch. The white high schools of North Carolina have had, therefore, only two inspectors or supervisors.

The first annual report, for the session 1907-08, gives some interesting facts, a few of which will be cited. The total number of schools, urban and rural, reporting was 177. The number of schools reporting fourth-year students, including only four rural schools, was seventeen; reporting third-year students, seventy-three; and reporting second-year students, 132. The total number of high school teachers was 323, of whom seventy-one were part-time teachers, carrying the remainder of their schedules in the elementary school. Of the 323 teachers, 184 were men and 139 were women. Of the 177 principals, 160 were men, and seventeen were women.

The total enrollment in all high schools was 6,398, of which the urban enrollment was 3,195 and the rural, 3,203. These were 2,787 boys and 3,611 girls. Of the 6,398 students enrolled, 171 were fourth-year, 734 were third-year, 1,575 were second-year, and 3,918 were first-year pupils.

The numbers of students pursuing the main high school subjects were English grammar, 4,549; English composition and rhetoric, 4,218; English literature, 3,793; advanced arithmetic, 4,666; algebra, 4,595; English history, 1,387; medieval and modern history, 867; American history, 1,511; Latin, 4,753; domestic science, 311; introduction to science, 442; music, 349; physical geography, 2,081; physics, 656; geometry, 706; physiology, 373; and agriculture, 576. A few students pursued Greek, French, German, chemistry, botany, commercial geography, and business. There were no doubt some graduates at the close of the 1907-08 session, but the report does not show it.

Very few of the men who were employed as high school principals in 1907-08 are still in the profession, although two or three of them are still in the same school system, having served continuously for thirty years. The following statement will indicate for those still continuing in educational or closely related work (1) where the principal was serving in 1907-08 and (2) where he is now:

Harry Howell, Washington; Raleigh representative of A. J. Nystram & Co.

R. C. Holton, Atlantic; principal elementary school, Pamlico County.

E. H. Moser, Dover; principal, Zebulon, N. C.

S. G. Hasty, Churchland; superintendent Rowan county schools, Salisbury.

Holland Holton, East Durham; chairman of department of education and director of summer session, Duke University, Durham.

W. D. Poe, Bunn, Franklin County; principal of Aycock school, Henderson, R. I.

E. E. Sams, Franklinton; superintendent Lenoir county schools, Kinston.

W. R. Mills, Louisburg; superintendent Franklin county schools, Louisburg.

R. T. Teague, Kenly; principal of elementary school, Avery County.

S. T. Liles, Williamston; principal, Archer Lodge high school, Johnston County.

E. M. Rollins, Farmville; superintendent city and county schools, Henderson.

Herbert W. Early, Mt. Ulla; superintendent Bertie county schools, Windsor.

Kenneth H. McIntyre, Holly Springs; teacher of agriculture, Red Oak, Nash County.

M. P. Jennings, Creswell; superintendent Pasquotank county schools, Elizabeth City.

H. P. Harding, Charlotte; superintendent of schools, Charlotte.

R. H. Bachman, Edenton; superintendent Tyrrell county schools, Columbia.

W. C. Jackson, Greensboro; dean of administration, Woman's College, University of North Carolina, Greensboro.

A. S. Webb, Maxton; superintendent city schools, Concord.

R. H. Latham, Weldon; superintendent of schools, Asheville.

J. B. Huff, Wilmington; professor of English, Mars Hill College.

We shall be able to get a better picture of the situation if we go back to 1899-1900, the close of the century, and look at the facts just seven years before the passage of the 1907 Act by the legislature. The following facts reveal something of the condition in 1899-1900: (1) total school expenditures, elementary and secondary, except debt service, \$1,062,303.71; (2) expenditure for current expenses, \$1,004,903.09; (3) expenditure for capital outlay, \$57,400.62; (4) value of school property, \$1,097,564.00. It will be observed that there are individual school plants in the state now that cost more than all public school property whatsoever was worth in 1900. Furthermore, there were in the state in 1900 one-teacher schools for white children to the number of 5,047. One-teacher schools are not particularly effective for offering high school work. The number of teachers in 1900 was 5,753 white, and 2,567 colored, or a total of 8,320. The average monthly salary paid teachers was \$23.46; or colored, \$20.48; white, \$24.79. The average term in days was only 70.8; white schools, 73.3; colored schools, 65.3. The total school population was 657,949; total school enrollment, 400,452; the average daily attendance, 206,918. At the present time there are three-fourths as many pupils enrolled in high school as were in average daily attendance in all schools whatsoever in 1900.

The number of public high schools in 1900 was approximately thirty. This is an estimate because the few high schools were not required to make separate reports to the state department of public instruction. The enrollment in public high schools was approximately 2,000. There was, no doubt, an equal or greater number of students in private schools. The high school enrollment today is seventy-five times what it was thirty-five years ago. The appropriations for the maintenance of all public schools was \$100,000 in 1900; and the percentage of illiteracy for the state, 28.7. It might be added that the census takers were probably quite liberal in conceding literacy where possible.

The factors conditioning our progress before 1900 can be summarized as follows:

1. *Money.* The economic condition of the state was relatively poor. Revenue was derived mainly from taxes on land and personal property. The industrial development of the state had just begun, and property other than land had not become a very considerable source of revenue. Money is important in any period, for the problem of education in its final analysis is a problem of sufficient money wisely expended. High schools could not be developed until money was available.

2. *Teachers.* Facilities for training teachers were limited, and very few schools offered high school work or subjects. In many instances teachers who undertook to teach high school subjects were scarcely better trained than the pupils who were supposed to be taught. No one can wonder that teaching was of a low order when white teachers received an average monthly salary of \$24.79, and colored teachers slightly less.

3. *Length of term.* The average length of term in a public school thirty-five years ago was less than four months. For that matter quite more recently than 1900 has the length of term been less than four months. While the author of this article was teaching at Wake Forest College between 1907 and 1917, the length of term in the public school in that college town was only fourteen weeks for at least one year. Of course high schools could not be developed with such meager length of term.

4. *Transportation.* Not only were school buildings poorly constructed and of little value, teachers poorly trained, and length of term short, but the schools were small and far apart, roads were poor, and it was necessary for highways to be developed before children could be transported to school. Increased attendance in more recent years has been greatly facilitated by improved conditions in transportation.

It is not necessary to give statistical data for each school year from 1907-08 to the present time. The following figures, however, indicate the growth of school population and enrollment by ten year intervals in white and colored schools:

<i>White Race</i>	<i>1900</i>	<i>1910</i>	<i>1920</i>	<i>1930</i>	<i>1935</i>
General population	1,265,503	1,508,632	1,795,603	2,251,527	2,473,440
School population	439,431	497,077	573,736	716,754	745,837
School enrollment	270,447	360,121	478,159	607,344	616,314
High school enrollment	No report	12,032	23,665	101,106	129,784
<i>Colored Race</i>	<i>1900</i>	<i>1910</i>	<i>1920</i>	<i>1930</i>	<i>1935</i>
General population	624,469	697,843	763,407	918,647	987,756
School population	218,518	238,091	267,245	315,193	344,378
School enrollment	130,005	160,283	213,060	259,595	276,334
High school enrollment	No report	No report	No report	15,182	26,845

The size of high school and of the elementary schools that feed it has much to do with the educational opportunity offered. The following figures in-

dicate that the number of teachers per school is increasing and more boys and girls are receiving the benefit which comes from the larger type school.

Size of School	White Race					Percentage of Pupils				
	1910	1920	1930	1935	1910	1920	1930	1935		
One-teacher	5,097	3,711	1,286	911	42.3	15.6	1.3	.7		
Two-teachers	1,917	5,069	3,038	6,382	15.9	21.4	3.4	4.9		
Three- to										
five-teachers	2,842	7,780	35,155	48,723	23.1	32.8	34.5	37.5		
Six- to nine- teachers	874	3,252	30,772	33,741	7.4	13.7	30.3	26.0		
Ten-teachers and more	1,302	3,853	30,855	39,991	10.8	16.5	30.5	30.9		
Total	12,032	23,665	101,106	129,748	100.0	100.0	100.0	100.0		

Size of School	Colored Race		Percentage of Pupils	
	1930	1935	1930	1935
One-teacher	969	1,051	6.5	3.9
Two-teachers	879	1,591	5.9	5.9
Three- to five-teachers	4,930	9,240	33.0	34.4
Six- to nine-teachers	2,542	5,431	17.0	20.2
Ten teachers and more	5,604	9,531	37.6	35.5
Total	14,924	26,845	100.0	100.0

In 1933 North Carolina greatly enlarged its support and control of the public schools. Prior to that time the state supported high schools only for six months, and communities were under the necessity of supplying the revenue for any extended term and were in fact supplementing quite substantially the revenue available for the six months. Next to 1907, when the establishment of the rural high schools was authorized in the state, and 1917, when high schools were declared by the Supreme Court to be a part of the public school system, the most significant date is 1933, when North Carolina undertook to go toward complete support for a school term of eight months. The support, due to depression conditions, was somewhat meager, and local supplement was still permitted; but for the first time in the history of the state, the small high schools were guaranteed an eight-month term, and all the high schools were guaranteed elementary schools of eight months upon which to base their work. The motives back of this important legislation are stated in the title: "An Act to promote efficiency

in the organization and economy in the administration of the public schools of the state; to provide for the operation of a uniform system of schools in the whole of the state for a term of eight months without the levy of any ad valorem tax therefor." The legislature made appropriations of \$16,000,000, "for a state-wide eight months public school in place of the present six months and extended terms" for each year of the biennium. The State School Commission was created to administer the appropriation, the Commission being composed of the Governor as ex-officio chairman, the Lieutenant Governor, State Treasurer, State Superintendent of Public Instruction, and one member from each of the eleven congressional districts to be appointed by the Governor.

Perhaps, the most important feature connected with this school legislation was this: "All school districts, special tax, special charter, or otherwise as now constituted for school administration or for tax levying purposes are hereby declared non-existent and it shall be unlawful for any taxes to be levied in school districts for school operating purposes except as provided in this act: Provided that nothing herein contained shall be construed to prevent the tax levying authorities in any administrative unit with the approval of the State School Commission from levying taxes to provide the necessary funds for teaching vocational agriculture and home economics in such unit when said tax levying authorities are now authorized by law to do so and are now levying taxes for such purposes." Under the authority of this act the State School Commission set up sixty-seven city administrative units and one hundred county administrative units, or a total of 167.

In the abolition of all local taxes the work of more than thirty years in voting local tax rates by districts and counties was undone, and local support for the operation of schools was prohibited without another vote of the people. But the sentiment created during the thirty years of agitation for local taxes was what made possible the demand for an eight months term in the midst of a depression—when the state was trying to economize on schools and other activities; and several communities, including all public schools now members of the Southern Association, have again voted local taxes. Southern Association standards have been a major incentive in re-voting local supplements. The law of 1933 provided in Section 12: "The State Board of Education and the State School Commission shall fix and determine a standard salary schedule for teachers and principals which shall be the maximum standard of state salaries to be paid to the teachers and principals." The salary scale adopted provided for a maximum salary of \$90.00 per month for the highest certified teachers, much lower than the former maximum salary of \$133.33 paid by the state, which was in some instance supplemented as much as fifty percent. Local tax levies having been abolished, no supplements could be paid, except in the districts re-

voting. The state authorities have steadily increased salaries. Even when the legislation of 1933 was pressing most heavily upon the more progressive communities it had these two advantages: (1) an eight months term for all children in the state meant an increase in length of term for about twenty-five per cent of the children in spite of a decrease in length of term for others, (2) the salaries, though low, were paid promptly, whereas in many instances they would not have been paid if the counties and districts had been depended upon to pay them out of revenue derived from taxes on land and personal property. As more funds have been appropriated by legislatures, the effects of the law have been much more satisfactory.

The progress made in secondary education in North Carolina since 1900 is clearly revealed in the following statistics for the session 1935-36:

PUBLIC HIGH SCHOOLS, 1935-36

	White	City	Total	Rural	Colored	Total	Rural	Colored	Total	City	Combined	Total
Rural	639	89	728	136	57	193	777	144	921			
City	605	89	694	78	47	125	684	135	819			
Number of schools	...	19	19	...	5	5	...	24	24			
Accredited classification												
I-AA	2	7	9	...	...	...	2	7	9			
I-A	...	1	1	...	1	1	...	2	2			
I-B	...	61	545	61	37	98	545	98	643			
II-A	484	119	120	17	4	21	136	5	141			
II-B	...	1	120	17	4	21	136	5	141			
Unaccredited classification												
III-A	34	4	34	58	10	68	92	10	102			
III-B	4	...	4	4	3	7	8	3	11			
III-C	21	...	21	18	4	22	39	4	43			
9	...	9	36	3	3	39	45	3	48			
Number of teachers	3,404	1,426	4,830	470	425	895	3,874	1,851	5,725			
Enrollment	95,779	43,887	139,666	14,058	14,078	28,136	109,837	57,965	167,802			
In unaccredited schools	1,994	...	1,994	2,498	413	2,911	4,492	413	4,905			
Average daily attendance	82,601	38,527	121,128	12,009	12,063	24,972	94,610	50,590	145,200			
Per cent in attendance	86.2	87.7	86.7	85.4	85.7	85.5	86.1	87.3	86.5			
Per cent in high school	20.5	26.4	22.1	7.8	18.9	10.9	16.7	24.0	18.6			
ENROLLMENT:												
First year	33,905	14,499	48,404	5,900	5,480	11,380	39,805	19,979	59,784			
Second year	25,832	11,729	37,561	3,815	3,746	7,561	29,647	15,475	45,122			
Third year	20,237	9,388	29,625	2,637	2,688	5,325	22,874	12,076	34,950			
Fourth year	15,805	7,567	23,372	1,706	2,164	3,870	17,511	9,731	27,242			
Twelfth grade ¹	...	704	704	...	...	...	...	704	704			
AVERAGE DAILY ATTENDANCE:												
First year	28,424	12,610	41,034	4,944	4,645	9,589	33,368	17,255	50,623			
Second year	22,300	10,328	32,628	3,266	3,224	6,490	25,666	23,532	39,118			

PUBLIC HIGH SCHOOLS, 1933-36

	White			Colored			Combined		
	Rural	City	Total	Rural	City	Total	Rural	City	Total
Third year	17,636	8,325	25,961	2,275	2,325	4,600	19,911	10,650	30,561
Fourth year	14,241	6,642	20,883	1,524	1,869	3,393	15,806	8,583	24,389
Twelfth grade ¹	....	622	622	....	....	....	....	622	622
GRADUATES :	13,405	5,587	18,992	1,386	1,727	3,113	14,791	7,314	22,105

¹ The state school code defines the public school system as including an elementary school of seven grades and a high school of four grades. The state department of education, however, permits a junior-senior high school organization, such as 6-2-3, and a few schools having local supplement have the 6-3-3 plan.

DISTRIBUTION OF ENROLLMENT BY SIZE OF SCHOOL
WHITE PUBLIC HIGH SCHOOLS, 1935-36

<i>Size of School by Number of Teachers</i>	<i>Number of High School Units</i>	<i>Number of Teachers^a</i>	<i>Enrollment</i>	<i>Per Cent of Pupils</i>	<i>Cumulative Per Cent</i>	<i>Number of Pupils Per Teacher</i>
1	4	4	116	0.08	0.08	29.00
2	17	34	824	0.59	0.67	24.23
3	107	321	8,744	6.26	6.93	27.24
4	143	572	15,962	11.42	18.35	27.90
5	135	675	17,897	12.81	31.16	26.41
6	94	564	15,835	11.33	42.49	28.07
7	72	504	13,978	10.00	52.49	27.73
8	41	328	9,728	6.96	59.45	29.65
9	31	279	8,446	6.04	65.49	30.27
10	11	110	3,072	2.19	67.68	27.92
11-20	47	652	20,458	14.64	82.32	31.37
Over 20	26	787	24,606	17.61	99.93	31.25
Totals		728	4,830	139,666	100.00	28.91

Average number of teachers per high school, 6.63

Average number of pupils per high school, 191.8

Average number of pupils per teacher, 28.91

99.33 per cent of pupils are enrolled in schools having three or more teachers.

81.65 per cent of pupils are enrolled in schools having five or more teachers.

42.49 per cent of pupils are enrolled in schools having six or fewer teachers.

57.51 per cent of pupils are enrolled in schools having seven or more teachers.

NUMBER OF PUPILS PURSUING THE DIFFERENT SUBJECTS IN
PUBLIC HIGH SCHOOLS, 1935-36

<i>Subject</i>	<i>Enrollment</i>	<i>Subject</i>	<i>Enrollment</i>
ENGLISH :		Plane geometry	19,405
First year	59,799	Solid geometry	455
Second year	45,183	Trigonometry	295
Third year	34,993		
Fourth year	27,267	SOCIAL STUDIES :	
Twelfth grade	704	Geography	15,250
Public speaking	141	Citizenship or civics	47,149
Journalism	68	World history	25,518
Dramatics	147	United States history	29,209
Spelling	258	Ancient history	3,031
		Sociology	15,767
MATHEMATICS :		Economics	16,051
Arithmetic	33,450	North Carolina history	150
General mathematics	5,500	Problems in democracy	1,490
Algebra, beginning	50,615	Advanced civics and govern-	
Algebra, second year	35,987	ment	147
Algebra, advanced	2,656	Character education	16

^a All persons teaching three or more periods daily.

^b Since nearly all of the pupils study English the total enrollment is used for each grade in this subject. The figures for the other subjects are those reported on the high school principals' annual reports.

<i>Subject</i>	<i>Enrollment</i>	<i>Subject</i>	<i>Enrollment</i>	
Guidance	18	Business arithmetic	4,462	
Modern history	1,948	Business English	172	
Negro history	300	Office and secretarial practice	145	
FOREIGN LANGUAGE :				
Latin I	8,818	Business law	470	
Latin II	6,825	Salesmanship	335	
Latin III	259	Penmanship	79	
Latin IV	259	Agriculture I		
French I	22,673	Agriculture II	6,015	
French II	16,091	Agriculture III and IV	4,250	
Spanish I	426	Home economics I	3,124	
Spanish II	229	Home economics II	17,732	
German I	70	Home economics III and IV	12,752	
German II	48	Textile fabrics	700	
ART :				
Art appreciation	973	Interior decorating	6	
SCIENCE :				
General science	101	Industrial arts	45	
Biology	37,537	Automobile shop	2,727	
Chemistry	36,357	Machine shop	21	
Physics	6,102	Electricity	85	
Health	9,651	Machine drawing	23	
Other sciences	628	Printing	30	
	55	Metal work	82	
BUSINESS EDUCATION :				
Bookkeeping I	871	Carpentry	43	
Bookkeeping II	5,838	Brick laying	25	
Stenography I	871	Bible		
Stenography II	1,961	Library instruction	927	
Typewriting I	2,803	Psychology	879	
Typewriting II	2,616	Physical education	16	
Junior business training	551	Music :		
		Glee club, chorus, and choir	3,548	
		Band and orchestra	3578	
			387	
			421	

The High School of Charleston: Ninety-eight Years of Service

By WILLIAM M. GEER

Teacher of History, High School of Charleston, Charleston, South Carolina

On May 6, 1937 the High School of Charleston completed its ninety-eighth year in the work of educating the boys of South Carolina's leading city.¹ The school has made for itself an enviable record of achievement in this long period. Organized under the patronage of its city's governing council as a non-sectarian public school and guided in its foundation by the leading men of Charleston, the pedigree of the institution has always been recognized and boasted of by those who have observed it intimately.² The essence of this feeling may be seen today in the retention of its inverted title, always given as the High School of Charleston.

The enactment of an ordinance "To establish a high school in the city of Charleston" occurred in the proceedings of the city council on May 6, 1839. To this was appended the following list of Supervisors of the High School, elected from the aldermen of the city and the trustees of the College of Charleston: Alexander McDonald, L. G. Capers, Richard Yeadon, Jr., Francis Lance, Robert Y. Hayne, Mitchell King, Rev. Wm. Capers, Rev. Reuben Post, Rev. Samuel Gilman, and Dr. Thomas Y. Simons.³ Provision was made by the city for a building, the support and endowment of the school in perpetuity. It was to have one principal teacher and one assistant teacher to be compensated by annual salaries of twenty-five hundred and fifteen hundred dollars respectively. Neither of the teachers was to have more than thirty-five pupils. Further income for the school was to be received from the charge of forty dollars annual tuition to each student. Children of the city orphan house only were to be exempt from the tuition fees.⁴ The High School of Charleston continued to charge this fee to students regardless of income until 1925, when it became a free school.⁵ However, there were some city scholarships for worthy students; and after 1901 the city board of school commissioners made provision for the free admission of all graduates of the elementary public schools.

According to Robert Y. Hayne's public statement the school was "intended to extend the benefits of a classical education to many of those from whom it [had been theretofore] withheld." He believed that the High School of Charleston and the College of Charleston should have been considered "as parts of one system" which should not "partake in any degree

¹ *The Charleston Courier*, May 10, 1839.

² *Ibid.*, July 4, August 12, 16, 1839. *Yearbook, City of Charleston*, 1910, pp. 26-29.

³ *The Courier*, May 9, 1839.

⁴ *Ibid.*, May 10, 25, 1839.

⁵ *Minutes of the City Board of School Commissioners, Book No. 5, 1924-1930*, p. 35 ff.; *Yearbook, City of Charleston*, 1910, *loc. cit.*

of the character of those institutions where instruction is obtained gratuitously but which, on the contrary, should have no exclusions." He said, "The sons of all classes of our citizens should be equally entitled to admission."⁶ The first board under Hayne's leadership made plans for the opening of the school on July 1, 1839 by renting a schoolroom temporarily in Burn's Lane and electing H. M. Bruns, M. A., as principal teacher.⁷ Charles B. Cochran was selected assistant teacher.⁸ Only boys were allowed to enter the school. These had to be more than ten years of age and able to enter one of the four classes into which the school was divided. To enter the fourth or lowest class a prospective student had to be able to read fluently, spell correctly, and have a complete knowledge of arithmetic. The following order of studies was prescribed for the several classes:

Fourth class—Latin grammar, Jacob's *Latin Reader*, first part of first book of history, Frost's *Lessons on Things*, elements of geography, defining, spelling, reading, writing, Colburn's *First Lessons*, and Emerson's *Arithmetic*, second part.

Third class—Latin grammar continued, *Latin Reader*, second part, Caesar's *Commentaries*, Latin exercises commenced, second book of history, geography, spelling, reading, writing, Emerson's *Arithmetic*, second part reviewed, English grammar commenced.

Second class—Vergil, Sallust, Latin exercises continued, Latin prosody, Greek grammar, Greek reader, history, Worcester's *Modern Geography*, English grammar, parsing, Emerson's *Arithmetic*, third part.

First, or highest, class—Cicero's *Select Orations*, Horace, Greek grammar continued, Cyropaedia, four books, Homer commenced, ancient geography, use of globes, history, arithmetic, and algebra.⁹

The school was immediately so popular that enrollment had to be limited to one hundred pupils. Eighty-three of these had matriculated within three days after the opening.¹⁰ In its methods and curriculum the High School of Charleston continued to operate according to its original plan and under its original principal until the bombardment of Charleston in the War Between the States forced it to close its doors temporarily.¹¹ Increased enrollment, however, forced it to move to two larger buildings on Society Street in 1840 and to a third in that same street, near Anson Street, in 1841. It remained in the latter for a period of forty years.¹²

After suffering only slight damage to its physical equipment in the war, the school re-opened in January 1866 under the direction of W. R. Kingman, principal.¹³ The school grew so rapidly in enrollment that to its original staff of two teachers were added three others before the end of the

⁶ *The Courier*, July 19, 1839.

⁷ *Ibid.*, June 1, 22, 1839.

⁸ *Ibid.*, June 27, 1839.

⁹ *Ibid.*, June 22, 1839.

¹⁰ *Ibid.*, July 4, 19, 1839.

¹¹ *Yearbook, City of Charleston*, 1910, p. 25.

¹² *Ibid.*, 1910, p. 3, 25.

¹³ *Journal of the Supervisors of the High School 1865-1884*, December 27, 1865, December 14, 1866.

first quarter. Average enrollment for the year 1866 was 161. To meet new conditions German was added to a curriculum which then included Latin, Greek, history, algebra, arithmetic, derivation, astronomy, trigonometry, French, and English. Vacations were granted the first fortnights of April and July, the first week of October, and the whole month of December.¹⁴

By 1871 external conditions were such that the school's enrollment dropped to seventy-two pupils. W. R. Kingman resigned as principal and was replaced by Virgil C. Dibble. The teaching staff was reduced to two full time and two part time instructors, all of whom were made dependent on tuition fees for their salaries. The tuition was reduced to twenty-four dollars a year; and the city, which was also in financial difficulties, was relieved of support for the school.¹⁵ Slowly the school was reorganized. By the end of 1879 the school had one hundred and ten pupils and was doing effective work.¹⁶

In 1881 the school was moved to the former residence of Judge Mitchell King, at the corner of Meeting and George Streets, under the administration of Mayor Wm. A. Courtney.¹⁷ Here it remained until 1921, when the school entered its present building on Rutledge Avenue. By 1901 agitation within the city for a free high school for boys similar to the girls' high school, which was already a part of the public school system, led to serious consideration of such a step. However, in view of the established reputation of the High School of Charleston and the high cost of building such a new school the City Board of School Commissioners compromised the issue by entering into an agreement with the trustees of the high school under which all of the graduates of Bennett, Crafts, and Courtenay elementary public schools were to be admitted to the High School of Charleston on payment of an annual sum of money to the Trustees. This sum ranged from \$2,160 in 1902 to \$5,000 in 1907 and thereafter the sum was increased to as much as \$10,000. The high school added a business course to its curriculum for the public school students, including bookkeeping, stenography, typewriting, and commercial arithmetic.¹⁸

In 1913 the school entered the Southern Association of Colleges and Secondary Schools. It then had twelve teachers and two hundred and ten students enrolled.¹⁹ In 1925 the trustees of the High School of Charleston turned over the school's property and operation to the Charleston City Board of School Commissioners retaining only their charter and the right to nominate two of the commissioners.²⁰ Although this act made the high

¹⁴ *Ibid.*, December 14, 1866, January 26, 1867.

¹⁵ *Ibid.*, May 26, December 14, 21, 1871, January 24, February 1, 1872.

¹⁶ *Yearbook, City of Charleston, 1910*, p. 27.

¹⁷ *Proceedings upon the occasion of the opening of the schoolhouse corner, Meeting and George Streets, January 3, 1881.*

¹⁸ *Yearbook, City of Charleston, 1910*, pp. 5-7.

¹⁹ *Proceedings of the Fortieth Annual Meeting of the Southern Association of Colleges and Secondary Schools*, p. 225.

²⁰ *Minutes of the City Board of School Commissioners, Book No. 5, 1924-1930*, pp. 35-36.

school a free school for the first time, it was already so nearly filling the public need in Charleston that the first year of operation as a free school actually resulted in a decrease of thirty-three students in enrollment.²¹

Today the High School of Charleston employs thirty teachers to instruct its seven hundred and seventy-nine students. It operates under the direction of the City Board of School Commissioners. Its library contains well over forty-five hundred standard works. Its buildings are valued at two hundred thousand dollars, with equipment worth an additional sixteen thousand. Its curriculum has been revised within the last three years to include mechanical drawing, trigonometry, social studies, economics, commercial law, English, Latin, geography, French, history, biology, chemistry, physics, general science, arithmetic, algebra, plane and solid geometry, typing, and bookkeeping. In extracurricular work the school fosters sixteen activity or hobby clubs and offers twelve sports.

In 1939 the faculty of the High School of Charleston under the leadership of H. O. Strohecker, principal, plans to celebrate the one hundredth anniversary of the establishment of the institution. During the whole period of existence the High School of Charleston has attempted to offer the highest type of secondary educational training available at the time. This sketch may serve to indicate how well it has realized this ambition. Today in its ninety-eighth year its three college-preparatory courses, and its pre-vocational training, offering to all boys of Charleston and Charleston County preparation to fit them for a life work as well as for higher training, are still intended to meet the highest qualitative requirements of the South's accrediting agencies. In closing this sketch it is interesting to notice that the struggles and achievements of the school have been guided by a total of only seven principals, as follows: Henry M. Bruns, 1839-1864; W. R. Kingman, 1865-1871; Virgil C. Dibble, 1872-1899; Walter M. Whitehead, 1899-1919; Robert V. Royall, 1919-1927; Thomas F. Mosimann, 1927-1934; Henry O. Strohecker, 1934—.

²¹ Minutes of City Board of School Commissioners, Book No. 5, 1924-1930, p. 88.

Tubman High School for Girls*

By T. H. GARRETT

Principal of Tubman High School, Augusta, Georgia

Co-education in American public high schools is 99.44 per cent pure. That is to say, these schools are nearly all co-educational. More than a thousand public high schools are now members of the Southern Association of Colleges and Secondary Schools. Of this number, only eight or ten—according to the best count I can make—are for girls only. Tubman is one of this small number. It is a safe guess to make that many other high schools would like to be in this select company. When love breaks out in adolescent life, the wisest school administrator is sometimes put to his wits' end to know whether to treat it as an emotional or a physical rash, or both.

Tubman High School has been a member of the Southern Association since 1911. The school began its career in 1874 in a church. Its enrollment has grown from 35 to 1,200 in these sixty-three years. The school is named for Mrs. Emily Tubman, a native of Kentucky and a ward of Henry Clay, who was married in Augusta and lived the remainder of a long life here. Mrs. Tubman purchased a small Christian church building and site valued at twelve thousand dollars and presented it to the board of education to be used as a high school for girls. Prior to that time "female education" had been carried on by private teachers and in a few private "seminaries of learning." In reporting this generous gift, the superintendent of schools expressed the opinion that "It surely ought to settle for all time the high school question in the city of Augusta."

The first faculty consisted of "one male and one female." In 1877 the first class of six girls was graduated. They had "completed with satisfaction to those in authority" a three years course. This is what they had studied:

First Year. Arithmetic, spelling and defining, Latin, French, rhetoric, natural philosophy, penmanship, reading, history.

Second Year. Arithmetic, algebra, synonymes, Latin, French, natural philosophy, physical geography, penmanship, reading, history.

Third Year. Algebra, Latin, French, English literature, physical geography, chemistry, astronomy, penmanship, reading, history, critical course in parsing.

Students could choose between Latin and French. Calisthenics twice a week was required of all students. Wand drills and dumb-bell exercises were popular numbers on the program of frequent public exhibitions. Girls were allowed to remove their corsets and bustles for these exercises. No other concession was made to freedom of movement or to display of

* This article is a refreshing account of a school that is "different." In these days when we have so effectively "standardized" everything, it is inspiring to know that there is a school or an individual now and then who not only does not mind being different but is proud of it. Tubman High is such a school and Principal Garrett is such an individual school man.—EDITOR.

form. Bloomers were unknown. The modern one-piece gym suit was undreamed of.

The course of study seems to have been practically unchanged during the first twenty years. There was no science laboratory of any kind. A wall map of the United States and a map of the Ancient Roman Empire were all the equipment the school had. Steele's "Fourteen Weeks" series of science textbooks was text and laboratory.

The school seems to have been popular from the beginning. Indeed it soon established a place in the affection of the city that made "Tubman Girls" synonymous with "charm school." The annual commencements were events that always packed the "Grand Opera House" to the doors. "The sweet girl graduate" was annually written up in the local papers as a "vision of loveliness." Here is a typical commencement program:

Class Motto: "To Do, Not to Dream"	
Welcome Song	School
Salutatory	
Recitation: "Annie's Ticket"	
Song—"Sweet Vision of Childhood"	School
Recitation: "Dream of Eugene Aram"	School
Song—"Welcome Pretty Primrose"	School
Recitation: "Sam Weller's Valentine"	
Song—"Alpine Herdsman"	School
Recitation: "Little Jerry"	
Valedictory	
Song—"Down Among the Lilies"	School
Address—[Local Celebrity]	
Presentation of Prizes	
Presentation of Diplomas	
Song: "The Severed Chain"	School
Benediction	

The school grew slowly. "Woman's 'spear'" was still in the home. There she didn't need much education. At Tubman the faculty of "one male and one female" continued to teach all subjects. At the end of the fourth year, the superintendent of schools reported that the "male" had left the school. Another male was elected in his place.

A fourth year was added to the course of study in 1892. "The studies were extended into higher mathematics, history, literature, and science, and the course of study required for graduation is as high as most of our southern colleges and institutions of learning." (Superintendent's report.) At this time a special teacher of physical culture was employed to visit the school once a week. A study had disclosed a condition, sought now to be remedied, as follows: "By bending over books and slates in school, the chest becomes contracted, the blood flows to the brain, and the extremities become cold. After a while the wooden seats get uncomfortable, the brain grows weary, and the girls turn and twist at their desks and long for bodily action."

Hence the course in physical culture "to draw the blood away from the brain and into the vital organs and limbs."

For many years during the earlier period of the school's history the financial report of the Board of Education showed, apparently with some pride, that the cost of instruction was about \$1.05 per pupil per month. In 1937 it is about \$7.00 per month.

Twice the original school building (church) was enlarged and improved. Domestic science (cooking) was added to the course of study. This innovation did not at first meet with popular approval. The comment was frequently heard that the girls' mothers could "learn their daughters to cook at home." Once when one of the girls left the gas stove burning from Friday afternoon to Monday morning the course in cooking came near to being abolished as a fire hazard.

In March 1916, the school building was destroyed by fire—which, however, did not originate in the cooking department. By this fire the school lost not only its building but its grounds as well. It is believed that this is the only case on record where a school lost both its building and grounds by fire. The donor of the original building stipulated in the deed she gave the board of education to the property that if this site were ever abandoned as a school the grounds should become the property of the trustees of the Richmond Academy, at that time a private school for boys. The board of education had purchased before the fire a site of eleven acres in another part of the city upon which at some future time to erect a larger and more modern school building. Following the fire the school carried on in two Sunday school buildings, the basement of one of the grade schools, and a residence. A bond issue of \$100,000.00 was voted by the people to provide funds for the erection of the new building. This was the first, but by no means the last, bond issue voted by the citizens of Augusta and Richmond County for school purposes. Naturally there was some opposition by the electorate. When the plans of the new building were first published in the local papers the comment was frequently heard: "It's too big; they won't fill a building like that in a hundred years." The new building was ready for use in February 1918. In three years it was "filled." The objectors had to admit that they had missed their guess by ninety-seven years; which, after all, is not a bad guess for the average school critic of the streets. The enrollment began to increase rapidly. In 1918 there were 312 girls in attendance. Today the enrollment nears the 1,200 mark. The faculty has increased from one male and one female to forty-one females and one male. From the beginning, the school principal has been a man. In the history of the school there have been only four principals. One served six years, another three years, a third eighteen years. The present principal is now in his thirty-fourth year of service. The local papers sometimes refer to him as

a "veteran educator." This form of reference does not appeal to him as the most appropriate or tactful.

Dr. Lawton B. Evans, whom many will remember as one of the outstanding educators of the South, served as superintendent of the Augusta schools for more than fifty years. He saw the growth and development of Tubman High School with interest and pride from its simple beginnings to its present-day maturity. The school now is equipped with modern requirements for the variety of courses of study offered in cosmopolitan high schools in the same educational field. Not once in its twenty-six years of membership in the Southern Association has Tubman High School been warned of any failure to meet the Association's required standards. Those who were responsible for the development of the school have felt that the responsibility of running the best school they could was upon themselves. At the same time, they have tried to keep within the laws of the Association and to be worthy of a membership which for more than a quarter of a century Tubman High School has prized.

The Covington High School

By HOWARD H. MILLS
Principal of Covington High School, Kentucky

The first information in regard to education of Covington was an advertisement in the Cincinnati Daily Gazette, dated August 21, 1820, which gave the following information:

Mr. and Mrs. Gist, pioneer school teachers originally from Virginia, announce to the citizens of Covington, that they will receive into their home, males and females between the ages of five and fourteen for instruction in the rudiments of knowledge, consisting of Reading, Writing and Arithmetic.

Mr. Gist will have charge of the males and Mrs. Gist the females.

Terms: Infant class, two dollars per quarter of eleven weeks.

Hours: 8 to 12 a.m. and 1 to 4 p.m.

It is evident that Covington's first school was private and open only to those who could pay. A subscription school was started in Covington in January, 1825, to instruct the poor children who were financially unable to attend the private school. John Dow and Judge Thomas were active in this movement and raised eighty dollars to be used to instruct the poor children in the essentials of education. This school was conducted in a one-room log-cabin rented by the trustees of the town, and was attended by about twenty pupils. The practice of raising money to instruct the poor children in the rudiments of knowledge, which consisted of reading, writing, and arithmetic, continued until October, 1830, when the city council appropriated the sum of \$100 to be used for a free school. Appropriations to the free school prior to the passage of the city charter in 1834 amounted to \$546.11. In the years following 1830, the private schools continued to prosper and became numerous. Seven private schools sprang up within the next nine years.

The Covington High School opened for instruction for the first time under Professor A. Drury, a ripe scholar and an accomplished instructor, January 8, 1853. It occupied one room in the district school at Eleventh and Scott streets. The pupils were taken from the advanced classes of the common schools. Professor A. Drury examined the pupils for admittance to the high school. This was the origin of the present high school and marked the beginning of public secondary education in Covington.

In the annual report for the high school for 1858 there were enrolled ninety-six pupils, nine less than were reported for 1856. The average daily attendance was eighty-five. The cost of each pupil for three months was \$11.30. This was three times the cost of a pupil in the common schools. The salary list for the high school was as follows:

Mr. H. N. Phillips, Principal	\$900.00
Mr. W. H. Works, First Assistant	700.00
Miss E. M. Owens, Second Assistant	600.00

In 1869 the Covington High School had a full four-year course of study and an enrollment of 121 pupils. The first "graduate" was Amelia S. Orr, who received her diploma June 5, 1869. This marked the beginning of graduating exercises of Covington High School. The course of study for 1869 consisted of four years of English, four of mathematics, two of history, four of Latin, and two of science.

In 1872 a twelve-room brick building was erected at Twelfth and Russell streets and was named Covington High School. Prior to this date the high school occupied the district school at Eleventh and Scott streets and was called Central High School. In 1872 the public schools of Covington were among the best in the country. The system embraced a high school and four district schools. According to Collin's History of Kentucky, "The school buildings were the best or among the best in the State, if not in the United States." The enrollment of the high school was given as eighty males and seventy-nine females.

The course of study for the High School in 1876 was composed of the following:

First Year. First term (of twenty weeks). 1. Commercial arithmetic to simple interest; 2. Grammar and analysis to complex sentences; 3. Smith's *Principia* to chapter XVII; 4. English history, finished.

Second term. 1. Commercial arithmetic finished, algebra to simple equations; 2. English grammar finished, and transposition of poetry; 3. Smith's *Principia* to chapter XXX; 4. Physiology finished.

Second Year. First term. 1. Algebra to quadratics; 2. Plane geometry; 3. Books with problems for solution, two per week, *Principia* finished and the selections from Caesar; 4. Physical geography finished.

Second term. 1. Algebra finished; 2. Plane geometry, books with problems; 3. Caesar, first book and prose composition; 4. Zoölogy.

Third Year. First term. Solid geometry, books with problems; 2. Natural philosophy to pneumatics; 3. Caesar, two books, prose composition of words; 4. Chemistry.

Second term. 1. Solid geometry finished and mensuration; 2. Natural philosophy finished; 3. Vergil, three books and prosody, prose; 4. Botany.

Fourth Year. First term. 1. Plane trigonometry; 2. Mental philosophy to the intuitive faculty; 3. Cicero's orations against Catiline and prose; 4. Geology.

Second term. 1. Spherical trigonometry and surveying; 2. Mental philosophy finished; 3. Cicero's Manilian Law and Archias; 4. Constitution of the United States and political economy.

The high school enrollment in 1880 was given as 172, a very slight increase in eight years. In 1884 the high school course of study was revised and another course added. The two courses were known as the classical course and the scientific course. The classical course consisted of the following:

First Year. First term. 1. Ray's higher algebra to fractions; 2. Physical geography; 3. Leighton's first steps in Latin; 4. General history.

Second term. 1. Ray's higher algebra through simple equations; 2. General history; 3. First steps in Latin completed; 4. Physiology completed.

Second Year. First term. 1. Ray's higher algebra to ratio; 2. General history; 3. Zoölogy completed; 4. Caesar: Harkness' grammar.

Second term. 1. Constitution of the United States; 2. Ray's geometry to article 302; 3. Botany completed; 4. Caesar, two books, Harkness' grammar.

Third Year. First term. 1. Ray's geometry to geometry of space; 2. Natural philosophy to optics; 3. Vergil's Aeneid, one book, Latin prose; 4. English literature.

Second term. 1. Ray's geometry completed to spheres; 2. Vergil's Aeneid, three books; 3. Natural philosophy completed; 4. English literature.

Fourth Year. First term. 1. Mental philosophy; 2. Chemistry; 3. Plane trigonometry; 4. Cicero, two orations, Jones' Latin prose, twenty exercises.

Second term. 1. Mental philosophy; 2. Geology; 3. Political economy; 4. Cicero, three orations, Jones' Latin prose, twenty exercises.

The scientific course was a three-year course comprised of the following:

First Year. First term. 1. Ray's higher algebra to fractions; 2. Greene's analysis; 3. Physical geography; 4. General history.

Second term. 1. Ray's higher algebra through simple equations; 2. General history; 3. Bookkeeping; 4. Physiology completed.

Second Year. First term. 1. Ray's higher algebra to ratio; 2. General history; 3. Zoölogy completed; 4. English literature.

Second term. 1. English literature; 2. Ray's geometry to article 302; 3. Botany completed; 4. Constitution of the United States.

Third Year. First term. 1. Ray's geometry to geometry of space; 2. Natural philosophy to optics; 3. Chemistry; 4. Mental philosophy.

Second term. 1. Ray's geometry completed to spheres; 2. Mental philosophy; 3. Natural philosophy; 4. Political economy or geology.

In 1896 manual training and domestic science were added to the curriculum of the high school and also to the curriculum of the district schools from grades six to eight inclusive. In 1896 the Covington High School was honored by the State College at Lexington, by being placed on the accredited list of high schools. The graduates were permitted to enter the classes of the State College without further examination. Each graduate of the class of '96 was given a certificate of admission to the State College at Lexington, now of course known as the University of Kentucky.

The introduction in 1904 of stenography and typewriting into the Covington High School and of sewing into the Negro high school marked an epoch in the history of education in the city. In 1918 another significant development in the schools of Covington came in the voting of a bond issue for \$250,000 for the completion of Holmes High School which was begun in 1916. This new school opened for instruction January 6, 1919, with an enrollment of 500 pupils. It had seventeen men and twenty-four women on its faculty in 1929 as compared to the high school faculty of only five men and ten women in 1912. The present staff consists of twenty-eight men and twenty-two women, the principal, and two assistant principals.

The following tabulation shows the enrollment of Covington High School from 1869-1936:

<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1869	....	....	121	1919	310	315	625
1874	....	....	197	1924	419	480	899
1879	92	80	172	1929	491	457	948
1884	85	77	162	1930	495	460	955
1889	81	79	160	1931	498	465	963
1894	85	83	168	1932	520	510	1,030
1899	85	96	181	1933	590	560	1,150
1904	105	125	230	1934	690	685	1,375
1909	135	175	310	1935	714	695	1,409
1914	185	230	415	1936	720	701	1,421

Holmes High School today offers five different courses of study; namely, academic, bookkeeping, secretarial, manual training for boys, and the domestic science for girls. Pupils have the privilege of electing any one of these courses according to their needs and special interests. The total number of graduates annually since 1869 is shown in the following compilation:

<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1869	0	1	1	1890	3	8	11
1870	4	2	6	1891	5	9	14
1871	No class	....	....	1892	6	7	13
1872	6	5	11	1893	7	12	19
1873	8	14	22	1894	6	18	24
1874	4	9	13	1895	1	9	10
1875	5	17	22	1896	2	21	23
1876	5	11	16	1897	4	16	20
1877	10	9	19	1898	5	13	18
1878	6	13	19	1899	5	10	15
1879	8	8	16	1900	3	16	19
1880	3	6	9	1901	5	14	19
1881	5	16	21	1902	5	18	23
1882	3	7	10	1903	8	9	17
1883	1	13	14	1904	8	8	16
1884	2	20	22	1905	6	9	15
1885	6	9	15	1906	10	11	21
1886	4	14	18	1907	4	15	19
1887	7	13	20	1908	9	15	24
1888	7	11	18	1909	10	17	27
1889	6	14	20	1910	12	19	31

<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Date</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>
1911	13	24	37	1925	45	58	103
1912	18	22	40	1926	32	61	93
1913	18	29	47	1927	48	55	103
1914	22	28	50	1928	51	54	105
1915	25	35	60	1929	53	68	121
1916	21	29	50	1930	56	81	137
1917	21	31	52	1931	70	65	135
1918	24	48	72	1932	70	70	140
1919	23	37	60	1933	63	86	159
1920	20	41	61	1934	90	80	170
1921	40	50	90	1935	85	95	180
1922	35	43	78	1936	95	95	190
1923	38	51	89	1937	94	101	195
1924	38	52	90				
						Total	3,417

Terrebonne High School, Houma, Louisiana

By MURIEL M. DUPONT

Head of History Department

and

M. ISABEL LUND

Head of English Department

In the proverbial little red-brick schoolhouse, erected on the site now occupied by Terrebonne High School, public education began in 1840 in Terrebonne Parish. There and in other small schools, until 1860, children sang their alphabets and studied the "Blueback Speller." Then came the Civil War, during which education was at a standstill. Subsequently, in 1865 and 1867, several new schools were established and taught by men and women who had come here from Canada, Virginia, and elsewhere. The little red-brick schoolhouse, meanwhile, was being used by negroes, who had been given equal rights with the whites. In 1876, it was reopened for white children, and there they were taught arithmetic, geography, grammar, and history. Promotions were made according to readers and without examinations. With few changes, such a curriculum was followed until 1903, when the graded school system was first established in Terrebonne. With its establishment qualifications for teachers changed, examinations sent from Baton Rouge had to be passed, and salaries were fixed at a forty-five dollar maximum per month for teachers and two hundred dollars a year for superintendents. Though this was not an inspiring compensation, there was during this time a man of great ability and experience who determined to organize school work under trained teachers.

Mr. W. P. Tucker, assisted by a high school auxiliary and the Terrebonne High School Association, which had been formed in 1899, succeeded in putting through a tax for Houma's first high school building. This was completed for occupancy in 1909. From it there was graduated in that year Houma's first high school graduate. To it in the same year came the first professionally trained superintendent, Mr. John M. Foote, now Director of Reference and Service in the Louisiana State Department of Education. His term began a new era of improved education.

When Mr. Foote resigned in 1914, Terrebonne's present Parish Superintendent, Mr. Henry L. Bourgeois, was appointed by the school board. In October of that year Terrebonne High School was accepted on the list of accredited secondary schools of the Southern States, and it has maintained continuous membership since that date. This enviable record may be partially explained by the fact that, since 1914, the faculty of Terrebonne High School has been composed entirely of college graduates. In 1918 the little red-brick schoolhouse was demolished and replaced by the present Terrebonne High School building.

Mr. Bourgeois' administration has been marked by a remarkable centralization of education in the parish, by a particularly well-organized system of education, by a careful and wise system of financing, and by a very successful transportation system. Based upon attendance, the annual cost per child in the high school is \$66.71, much below the average of the state, which is \$78.82. Twenty-six buses in Terrebonne Parish cover an aggregate distance of 947.6 miles each day and accommodate 2,426 pupils. The average annual cost per child for transportation is \$10.19, substantially below state average of \$15.57. The growth of the school is indicated by the following compilation of statistics :

	1914	1920	1930	1937
Enrollment	160	225	428	728
Number of teachers	7	9	14	25
Number of graduates	5	8	68	109

Since 1914 the following principals have served in the order named : Mr. O. J. Briedenback, Mr. M. S. Robertson, Mr. P. C. Rogers, and Mr. E. L. Talbot, who began his service in 1922. In 1914, when Terrebonne was accredited, the course of study included the ordinarily required sciences, social sciences, mathematics, English, and foreign languages. In the vocational field there was a commercial department and soon afterwards an annual, a literary club, and athletics (track and football). The 1937 program includes these departments and a well-organized actively coöperative agricultural department. It has also been enhanced by the addition of an extensive extracurricular program maintained only when not in conflict with scholastic requirements, a well-equipped library, an athletic program of wide latitude, and a character-training program, which, perhaps is Terrebonne's greatest asset in fitting children to meet the social changes in our fast changing democracy.

The extracurricular program includes a high school publication, *The Terrebonne Mirror*, a dramatic club, a parish band, which ranks high in the state, and numerous minor clubs. Among these are a literary club, photography club, science club, civics club, a biology club, which sponsors an annual spring flower show planned and conducted by students, a reading club, French club, Latin club, Spanish club, and health club. In all this club work Terrebonne students are trained, in a practical way, for leadership and active participation in community life and projects. Work on the *Mirror* staff, for instance, is planned to teach them coöperation. As they plan, write, and make up their paper, they do it with a sense of fairness to all and consideration of the merits of different phases of high school activity. They learn to express unbiased opinions and to give publicity only where it is deserved. In other clubs they are given opportunities to preside over meetings, to plan programs, vote honestly for officers, and keep accurate

secretarial minutes. Each of these is a practical bit of experience designed to help them when they serve in similar capacities the communities in which they will become citizens.

The athletic program, which has recently been developed throughout the parish, includes an expanded physical education department for boys and girls, basketball, baseball, volleyball, football, and track. Ample opportunity is provided for inter-school competition in each of these fields of sport. In the physical education department special emphasis is placed upon the development of individual projects. An attractive point system encourages students to skate, walk, ride bicycles, play tennis, and guard their health by having their teeth, eyes, etc. regularly examined. Health reports, kept by individual students, are an excellent safeguard against careless health habits. As they learn to keep fit in high school they develop invaluable health habits for life. Through recreational activities they learn the right spirit of sportsmanship, the importance of play, and the wise use of leisure time. These are also valuable lessons for the future citizen of any community.

Perhaps the most outstanding feature of high school life in Terrebonne is a happy and successful project in character training, which is fast changing both the spirit and attitude of students toward school life and society. In keeping with the modern trend of education to develop in children a healthful attitude toward work so that they might meet the problems of life with sanity, Mr. E. L. Talbot, who has guided Terrebonne High as principal since 1922, put into practice the character building idea. Within a short period of two years, student supervisors of study hall have become so efficient in handling cases of misdeameanor, keeping attendance records, and keeping the study hall in order that after a two weeks training period for new supervisors there is seldom little for teachers to do. This idea of student supervision, of course, is not new. The attractive feature of our system is the granting of an award for good behavior instead of punishment for bad. In Terrebonne when a student becomes incorrigible, the supervisor sends him to the office of the principal, where he has to sign his name on the dreaded *Black Book* and at the same time explain to Mr. Talbot both verbally and in writing his offense. This is an embarrassment that few students meet gracefully. Yet that is not the secret of the program's success. An interesting award in the nature of an exemption is held out to those students whose names do not appear on the *Black Book* within the semester. They are allowed an exemption, called a character exemption, from any examination they may choose, provided they are not failing the subject. The character exemption has become a goal toward which all of them work. It encourages not only good behavior but study. The whole program designed to build character develops leadership, self-control, and a sense of responsibility. Nor is this theory. The program has been practiced at

Terrebonne High for two years. Student leaders have become recognized all over school, and the attitude of the whole student body is gradually becoming one of helpfulness and consideration. Need we say that we are proud of this? Though crowded to capacity and teaching maximum loads in Terrebonne High School, we have very few disciplinary problems. Our character training program is working, and working well. We believe better citizens are being built.

Another project in character training is sponsored by our English department. The purpose of this is the encouragement of good manners. Though we appreciate the freedom of twentieth century behavior, we recognize also the fact that the gentlemen, courteous and considerate in manner, is a force in any field. This part of our program is designed to build the twentieth century Chesterfield.

It is the policy of Terrebonne's educators to develop the whole child if possible and to fit him for his place in society, here or elsewhere. The big goal of Terrebonne High School is, in short, the preparation for citizenship. The regular school curriculum aims to prepare the child for work. More particularly it trains him to pursue his career with an attitude of earnestness, for high scholastic achievement is encouraged all through school life. Extracurricular activities in club work teach him coöperation, loyalty, leadership, and service. This work should be an inspiration to him to serve his community and develop qualities valuable in such service. Our athletic program is planned to keep him fit, teach him the importance of recreation, and make of him a true sportsman. Then, perhaps, and most important of all, our character training program means to develop those finer traits of character which will make the citizens of tomorrow morally able to cope with the problems they will have to face.

Thus Terrebonne High of 1937 presents a picture different from that of the little red-brick schoolhouse of 1840. The three "R's" have been augmented by practical training to equip the Terrebonne High School student of today for citizenship of tomorrow professionally, physically, and morally.

A Sketch of the City Public Schools of Sumter, South Carolina

By HUGH T. STODDARD*
Principal of Boys' High School, Sumter

In the year 1886 an act was passed by the General Assembly of the state of South Carolina granting a charter to the Sumter city public schools. This act established a separate school district for the city of Sumter. Up to that time the schools had been operated under the general supervision of the county. The first city board of education of Sumter was composed of the following: Messrs. John Kershaw, C. C. Brown, R. L. Lee, and Altamont Moses. The Mayor of the City was ex-officio chairman of the board. The A. J. Moses' mansion on Washington Street, the site of the present Williams' home, was leased to care for the white pupils. In the latter part of August, 1889, the following newspaper article appeared:

Sumter is now equipped with educational facilities that give her rank with any in the state. The adjunct of departments of music and art, while these branches are not in the free school tuition, afford opportunities to pupils for acquiring these polite accomplishments on terms far below the customary price.¹

Mr. J. B. Duffie was elected as the first superintendent of the city schools of Sumter. He served in this capacity from 1889 to 1895. He was a graduate of the University of New York, and had made graded school work a specialty. Before the organization of the public schools in Sumter, the children of the city had received their training in various private schools in the city, and it was a little difficult to persuade the parents to patronize the public schools. The board of education was apparently successful, however, in persuading the citizens to enroll their children, for, by July 31, 1889, there had been enrolled 308 students, 168 "males" and 140 "females." By the end of August the total had increased to 335.

The efforts of the board to interest the people of the town in the school succeeded to such a degree that the anticipated income and facilities were seen to be falling short of that which would be actually needed. Accordingly, the following public notice was published:

At a meeting of the Board of Commissioners held September 2, instant, the following preamble and resolutions were adopted. Whereas, in the judgment of the Board of Commissioners of the School District, City of Sumter, the necessity has arisen to increase the income of said School District owing to the large number of pupils enrolled, thereby unexpectedly increasing the expenses of the Graded School now being established in the City of Sumter—Therefore, be it resolved: that pupils

* This article was compiled by Miss Goldie Gaston, secretary to Superintendent W. F. Loggins, of Sumter, from a Master's thesis recently completed by Mr. Stoddard at the University of South Carolina.—EDITOR.

¹ *Watchman and Southron*, Sumter, S. C., Vol. IX, No. 4, Aug. 28, 1889.

whose parents are non-residents be and are hereby required to pay tuition fees at the following rates, viz :

Pupils, first and second grades, per month.....	\$1.00
Pupils, third and fourth grades, per month.....	1.50
Pupils, fifth and sixth grades and upward, per month.....	2.00 ²

School was opened September 2, 1889. Approximately 500 boys and girls were enrolled. By making use of the cellar the board of education found room for all, but there was considerable crowding. Pupils were graded according to their knowledge in mathematics. Nine grades were formed, although one girl qualified for the tenth grade. No one qualified for the eleventh. The original faculty of four had, as a result of the large enrollment, been increased ; and in addition to Mr. Duffie, the superintendent, there were six members of the teaching force.

The school was scheduled to run for nine calendar months the first year, ending the second Friday of June. The board of education and the superintendent planned to extend the course of study as circumstances permitted, so that a graduate would be prepared either to go to college or enter the active pursuits of life. The erection of a building was contemplated as soon as the necessary arrangements could be made. Another permissive act of legislation concerning the city school district of Sumter was accordingly procured during the 1889 session of the General Assembly. The citizens of the city, if it were the will of the majority of taxpayers and free-holders, were to be permitted to issue coupon bonds up to \$12,000.00 for the purpose of raising funds with which to erect a graded school building. There was quite a bit of opposition on the part of some taxpayers to the proposed increase in the tax levy for the issuing of these bonds, but in February, 1890, the election was held and the bond issue voted by the count of 164 to 70.

The opening of the second session of the Sumter Graded School saw the addition of another teacher because of increased enrollment. The following article appeared in the *Watchman and Southerner* newspaper :

The advantages afforded by these schools have already been the cause of a very appreciable increase in population. Many families from the surrounding country have moved into the city to avail themselves of them, and larger numbers of pupils from various parts of the county are in attendance. Tuition is free to the city residents and those from outside are charged a small fee.³

During this second year agitation was begun for a library, and also for additional classroom equipment. Contributions of books were received and entertainments were held with a small admission fee charged. The proceeds from these programs were used to buy books and other necessities for the school and the library. The first commencement was held on June 4,

² *Watchman and Southerner*, Sumter, S. C., Vol. IX, No. 5, Sept. 4, 1889.

³ *Ibid.*, No. 23, Oct. 2, 1890.

1891, at the end of the second year of the school. There had been none the year before, as only one pupil had qualified for the tenth grade. If she was graduated, there is no record of this fact.

During the summer of 1891 the Board elected Mr. S. H. Edmunds, a recent graduate of Davidson, to fill the post of assistant teacher. Later it was announced that Mr. Edmunds had "spent the summer studying under Professor DuFour of France," and would conduct special classes in French.

The third year of the City Schools was brought to a completion during the first week of June, 1892. Ten pupils received their diplomas, four girls and six boys. During the summer Superintendent Duffie made the following report on the schools for the session of 1891-92. There were in attendance 212 white males and 189 white females, a total of 401; besides 320 enrolled in the Negro school. There had been eight white teachers and five colored. The new graded school building for the white children was opened on September 12, 1892, with an increase in enrollment over the year before. This period of the school's history was one of constant struggle to make the income equal to the expenditures necessary to maintain the system. During the summer following the school year 1892-93, Mr. Edmunds, the assistant teacher in the high school, resigned to accept "the first position" with the Presbyterian High School in Rock Hill. In the fall of 1894, the customary shortage of funds for the necessary expenses of the school caused the board to propose and adopt a resolution to "hold a carnival, or fair for two days for the purpose of raising funds to assist in defraying as far as possible the current expenses of said schools." The citizens of Sumter were requested "to lend their aid and coöperate with the board in carrying out the purposes stated." In November, 1894, there was a total indebtedness of \$3,050.25. Most of this was borrowed on short term notes from the three banks of the town.

On June 17, 1895, Mr. J. B. Duffie resigned as superintendent of schools, and the board elected to succeed him Mr. S. H. Edmunds, recalling him from the principalship of the Presbyterian High School of Rock Hill. Other teachers elected at the same time were: Mr. D. L. Rambo, first assistant teacher at a salary of sixty dollars per month, and seven lady teachers at a salary of thirty-five dollars per month each. Immediately upon assuming his post as the head of the schools, Superintendent Edmunds made suggestions and recommendations to the board. Two recommendations were approved at the first meeting of the board: to add the study of Greek to the course in the tenth grade and the study of Latin in the seventh grade instead of the eighth as heretofore. The study of Latin was to be compulsory. Mr. Edmunds suggested also meetings of teachers at regular stated intervals. After considerable discussion, this matter was left to the discretion of the superintendent. The prompt adoption of the first two

recommendations and the lengthy discussion of the suggestion as to teachers' meetings seem in odd contrast to us today.

On the application of a teacher of music for the city graded schools the board after some discussion decided that it would be best not to have music taught in the building. At the same time, however, Miss Dulcie Moise was granted the privilege of teaching a class in elocution after school hours.

The fact that the commencement exercises in 1896 were held in the opera house, as the music hall was too small to accommodate the crowd that was expected, indicates that school was growing in popular esteem.

Soon after the opening of the school year 1896-97 Mr. Edmunds presented the following topics to the Board for discussion :

1. Work of teachers ;
2. Grading pupils ;
3. Methods of work ;
4. Teachers' institutes ;
5. Pedagogies ;
6. Methods of teaching ;
7. Need for an additional teacher.

These matters were discussed at considerable length by the Board. This body instructed the Secretary and Treasurer to advertise for an additional assistant teacher. Miss Linnie McLaurin was elected to fill this post. She resigned in the spring of 1897 to accept another position, only to be called back as seventh grade teacher in 1906 and eventually to serve as principal of the Girls' High School for the first twenty years of its existence. At the close of the year, Mr. Edmunds requested that the Board of School Commissioners permit a teachers' institute to be held in the graded school building for one week, just prior to the opening of school in 1897. This permission was granted, contrary to the usual custom and the feeling of the board that the schools were overburdened and that the constant use of the auditorium would be an unnecessary and unjustifiable expense. The modern idea of encouraging the public to use school buildings outside of school hours had not begun in the 1890's.

During the school year 1898-99 Superintendent Edmunds reported that the school had had the largest attendance in its history, and in 1899 the income of the school was increased by one additional mill of tax. The board planned to use this increase to broaden educational facilities to meet the needs of the school. In 1900 the total enrollment of the schools, white and colored, was 925.

The board of school commissioners inaugurated a practice in 1901 that was to continue for quite a number of years. This was the custom of granting a sum of money, fifteen dollars at first, then twenty, and later twenty-

five, to teachers who attended the summer schools that were held annually at one or another of the colleges in the state. In 1901 the first four grades of the schools were so crowded that on recommendation of Superintendent Edmunds those pupils most in need of individual attention were taken out of the regular classes and put in an ungraded class under a special teacher. By the fall of 1902 the schools were so crowded that it was necessary to employ twelve white teachers. Superintendent Edmunds wrote the board concerning this crowded condition and stressed the need of a building program. In discussing Mr. Edmunds's letter, Colonel Blanding suggested that the board look into the advisability of a school building and library combined, funds to be secured through the Carnegie Foundation. This plan was found not feasible, but the board knew the need of the schools and determined to make arrangements to relieve the crowded conditions. In the spring of 1903 a bond issue was voted, and plans made for a new school building.

On July 8, 1904, the following interesting record was written into the minutes of the city school board :

The members of the Board, having learned of the intended resignation of Superintendent S. H. Edmunds for the purpose of entering another profession—and realizing the importance of his services, directed the Secretary by unanimous vote to offer Mr. Edmunds a salary of \$2,400.00 per annum, which salary the Board will feel honor-bound to continue so long as the majority of the present membership shall continue in office.

This was a high salary for a Southern schoolman in 1904, particularly in a city the size of Sumter. The board, however, was determined to keep a proved and able employee. It carried out the same policy in June, 1906, when Miss Linnie McLaurin was recalled and elected to have charge of the seventh grade. Miss McLaurin served as principal of the Girls' High School from 1917 through 1937, and on the death of Dr. S. H. Edmunds in September, 1935, was made acting-superintendent until March 1, 1936. She did not retire from service until June, 1937.

During the school year of 1906-1907 the schools had again become so crowded that it was necessary to have a bond issue authorized. Provisions were made for an additional levy of one mill, and \$30,000.00 in bonds were provided for an additional building purposes. The new building was opened in the fall of 1908, and upon recommendation of Mr. Edmunds this school was to house boys only, while the former high school was to house girls only.

As was true of most graded schools at that time, Sumter had only a ten-year program. The high school consisted of only three years. Beginning with the fall of 1910, the high school was extended through the fourth year, making the entire system an eleven-year unit. Contrary to the general condition at that time, Sumter had a remarkably large number of her stu-

dents to remain in school for the entire course. Eleven years have remained the length of the standard course since 1910, except for two years, 1914-1916, when a twelfth year was added as a tuition unit.

During the summer of 1912, it was decided that stenography and typing should be added to the high school course in the girls' division. Another progressive step was taken in the fall of 1914, when a domestic science and physical science department were added to the high school curriculum.

In 1915 Superintendent Edmunds stated to the board that a new bond issue to build an additional school was greatly needed. The board concurred with him in this matter, and asked him to get plans and determine what improvements were necessary. As a result of his study of current needs, Superintendent Edmunds reported at the next meeting that all improvements necessary would amount to approximately \$50,000.00. A bond issue was voted for that amount and plans immediately made to proceed with the expansion of the school system. Through the efforts of Superintendent Edmunds, in the fall of 1915 the Carnegie Foundation agreed to devote \$10,000.00 for a free public library building, provided the city council gave one-tenth of that amount annually for the maintenance of the plant. The council readily agreed to this condition, and the board of school commissioners gave the necessary plot of ground on the school square at the rear of the Washington School. The building was completed during the summer of 1917. The new Girls' High School, known as the Central School, was dedicated on Lee's birthday, 1917.

The Sumter City Schools had grown to the extent that by the fall of 1918 there were thirty-nine white teachers in the system. These teachers were divided among the four school buildings that comprised the system at that time. In 1920 a salary schedule for teachers was adopted as follows: for the grades the salaries were to be twelve and thirteen hundred dollars; for the high schools, thirteen and fourteen hundred dollars; and salaries of the four principals were respectively fifteen hundred, eighteen hundred, eighteen hundred, twenty-one hundred. It was decided at this time that the schools should run for ten months. They continued to operate ten months annually until the time of the depression, when teachers' salaries were cut considerably and the school term changed back to nine months. In the spring of 1923, a proposed bond issue to carry out a necessary building program was defeated at the polls, but later in the year the issue was again voted upon and passed. On March 5, 1925, there was a formal opening of the new high schools.

In 1927, Mr. W. H. Bowman, principal of the Boys' High School, was succeeded by Mr. W. G. Hynds, who had been teaching in that building for several years. Mr. Hynds served until 1932, at which time Mr. Frank K. Clarke became principal. Upon the resignation of Mr. Clarke in the spring of 1937, Mr. Hugh T. Stoddard, the present principal, was elected.

In 1931 it became necessary to reduce the salaries of the teachers in the Sumter Schools, as economic conditions would not allow the continuation of the salary schedule that was set up in 1920. Under the skillful leadership of Dr. Edmunds the schools weathered the economic storm raging from 1930 to 1934, and continued to function, unimpaired by the curtailment of revenue. Forty years of continuous service by Dr. Edmunds as Superintendent in the interests of the City Schools of Sumter were terminated on September 14, 1935, by his death. Dr. Edmunds left an indelible imprint on the schools that stand as a monument to a life-time of service. He had been recognized by Wofford College, which awarded him the honorary degree of Doctor of Letters in 1917, and by Presbyterian College, which made the same award a year later. He was succeeded by Miss L. C. McLaurin, principal of the Girls' High School, who served as acting-superintendent until the election as superintendent of Mr. W. F. Loggins, principal of Greenville High School, in the spring of 1936.

Superintendent Edmunds' outstanding service would have been impossible without the high type of school commissioners that have constituted Sumter's official board. The first board, elected in 1888, consisted of four of the most influential men in the community. In 1912 the Legislature changed the number of board members from four to five, whose terms of office were to be two, four, six, eight, and ten years. This practice continued until 1936, when the number of board members was changed to seven. Mr. Neill O'Donnell had the longest record of service on the board having served without interruption from 1894 until his death in 1937. Dr. J. A. Mood became a member of the board in 1893 and served until his death in 1936, with the exception of two years during the Spanish-American War. Other men served for a decade or more.

Sumter high schools have gradually developed the extracurricular organizations and activities common to high schools in this and other areas. It has not, however, been the general practice to allow the girls of the high school to participate in inter-school competitions, but instead they have a very full and complete intramural program of basketball, hockey, baseball, and other sports under the direction of the physical education instructor.

The military department and the segregation of the sexes in the high school make this school one of the very few, if not the only school, in the United States today with both of these unusual features incorporated into the system. Both of these features, the military unit and the segregation of the sexes, have more than once focused the eyes of the nation on the Sumter Schools. Twenty-five years ago, when the "mortality" rate among high school students was a great deal higher than today, P. P. Claxton, United States Commissioner of Education, characterized "as a truly remarkable record" the work of Superintendent Edmunds in keeping the boys and girls in high school and gave credit to both the military unit and the segregation

of the sexes as having played an important role in maintaining the high rate of attendance in the Sumter high schools.

In addition to the remarkable superintendency of Dr. Edmunds, the outstanding work and loyalty of Miss McLaurin and many other principals and teachers, and the caliber of school commissioners Sumter has been so fortunate in having, the Sumter schools have had a remarkable record of coöperation and sympathetic understanding between the Board of Education and the public in the material development of the system. The schools began in 1889, with approximately 500 students housed in rented buildings. In 1935, at the end of Dr. Edmunds's administration, 3,898 pupils were receiving instruction from 92 teachers in property valued at \$417,950.00. Between 1891 and 1937 diplomas had been granted to 2,632 graduates of Sumter's high schools.

Greenwood High School, Mississippi

By W. C. WILLIAMS
Superintendent of Schools, Greenwood

In 1861 the first school of elementary grades in Greenwood was opened in a frame building. On May 18, 1871 the Leflore County School Board adopted the following course of study, the first recorded: "McGuffey's Readers & Spellers, Ray's Mathematics, Mitchell's Geography, Smith's Grammar, and Spencerian Copy Books."

In April, 1900 an ordinance was passed by the Board of Aldermen of Greenwood for the issuance of \$15,000 in bonds for the purpose of securing a site and erecting a brick school building. In 1906 an addition was added to the building, doubling its capacity. In 1913 the high school building was erected, used until 1924 for the junior and senior high schools. In 1924 the city of Greenwood issued bonds for \$250,000 for the erection of a high school building, and for the erection of a Negro high school building and the improvements of other school building.

In 1896, when Superintendent C. E. Saunders first assumed his duties as superintendent of the Greenwood Schools, there were only two high school grades, ninth and tenth. In 1897 the eleventh grade was added, and in 1899 the twelfth. Greenville High School was the first school in Mississippi to be approved by the Southern Association of Colleges and Secondary Schools. This priority was due to the fact that Superintendent E. E. Bass, deceased, for forty-seven years directed the educational policies of that city and was the school man of the state most interested in educational matters. Superintendent C. E. Saunders, now of Aberdeen, Mississippi, came to Greenwood in 1896 and for twenty-seven years directed the education of Greenwood. He was a close second to Mr. Bass in his interest in broad educational matters. In 1902 the Greenwood high school became affiliated with the Southern Association of Colleges and Secondary Schools. The organization was of the 8-4 plan. The course of study at that time was four years of English, four years of mathematics, four years of Latin, three years of history, one years of science.

In 1913 the new building was completed, in which were housed the Junior and Senior High Schools, as the organization was changed to the 6-2-4 plan. The course of study at this time was enriched by the addition of French, three years of science, manual training, home economics, physical education, and commercial work. In 1923 W. C. Williams, the present superintendent, succeeded Mr. Saunders. In 1924 the new high school building was erected and occupied by the high school at the beginning of the second semester on February 1, 1925.

In 1931 the organization of the school was changed to the 6-3-3 plan, and the course of study now offered in the senior high school is as follows:

three years English, one year mathematics, and two years history required, and the remaining six units for graduation elective from two and one-half years mathematics, three years Latin, three years science, two years French, two years shorthand, two years typing, one and one-half years bookkeeping, one-half year commercial law, one-half year American Government, one-half year economics, two years home economics. The course of study in the senior year (ninth grade) of the junior high school, which must be completed before entrance to the senior high school, is as follows: one year English and one year mathematics required, and two elective from one year of science, one year of social science, one year of home economics, one year of business training, and one year of Latin. The enrollment at present consists of 335 in the senior high school and 400 in the junior high.

The following men have held the principalship of the Greenwood High School since its organization: Hon. A. F. Gardner, attorney-at-law, Greenwood; E. W. Hunter, M.D., Greenwood; Tom Sykes, Gulf Coast Military Academy (deceased); President W. M. Kethley, Delta State Teachers College, Cleveland; Russell R. Spann, state representative Ginn Publishing Company; Allen Webb, superintendent, University High School, Oxford, now state representative, Economy Publishing Company; W. O. Spencer, professor at Mississippi State College; and J. H. Lewis, present principal. All of these men, together with the two superintendents, have been college and university trained men, and for many years all of the teachers in the Greenwood School from the elementary grades through the high school have held college and university degrees.

The present value of the school property of Greenwood is approximately one-half million dollars.

Murphy High School, Mobile, Alabama

By WILLIAM UNZICKER, JR.
History Teacher, Murphy High School

Public school education in the state of Alabama had its inception in Barton Academy, the parent of the present Murphy High School. In 1936 this institution celebrated its centennial with fitting ceremonies, culminating in a huge pageant with over a thousand characters. Not always was the instruction offered the "public" education we think of today under that heading, for tuition was charged for many years, excepting those who were unable to pay. By 1854 a state system was started patterning after Mobile's example, but this one county system was set aside from the rest of the state and has remained so, with the exception of one three-year period.

Mr. E. R. Dickson, who was chosen Superintendent of Schools in 1871, was the real father of the Mobile system as it is now known. It was he who introduced a three-year laboratory course in the sciences and who brought many new methods into usage. When in 1894 he was forced to resign for being too advanced in his ideas, he was followed in office by Mr. John D. Yerby who served until 1900, when the mantle of office fell upon the capable shoulders of the beloved Mr. S. S. Murphy, for whom the present high school is named. Mr. W. C. Griggs, the present head of the Mobile schools, has held the position continuously since Mr. Murphy's death in 1926.

A list of principals of the school over so long a period would be burdensome; but mention must be made of Miss Annie E. Quigley who served as first principal of the Girls' High School from 1852 to 1864, Miss Mary Bagby who for many years held the same position, and Mrs. Electra Semmes Colston who held the office from 1884 until the union of the two schools under one principal in 1911. The last sixty years of Barton's history as a high school saw E. R. Dickson (1866-1870), W. J. Holston (1871-1882), B. S. Babcock (1883-1896), T. A. Taylor (1897-1905), R. A. Mickle (1906-1909), and I. W. Hill (1910-1911) principals of the Boys' High School and Lee Byrne (1911-1918) and Frank L. Grove (1918-1926) heads of the institution when the boys and girls were no longer separated by the high board fence of years before. Since the moving to Murphy, Mr. K. J. Clark has served as principal, 1926 to the present.

As late as 1906 there were only twelve teachers in the high school with an enrollment of 280 and a graduating class of forty-one. Three years later there were five more instructors and thirty more seniors, with a total enrollment of 465. By 1916 there were twenty-six on the faculty, 765 pupils enrolled, and 108 graduating. In 1923 when the \$1,000,000 bond issue was passed for the building of Murphy, the enrollment was 1,580, taught by fifty-seven instructors and producing a graduating class of 234. Ten years ago the school had grown to the 1,800 mark, turning out 293 of that number

as finished products and employing seventy-four to do the teaching. Five years later, after the addition of \$500,000 more in buildings to the campus providing a complete gymnasium unit and several buildings of classrooms, the number in attendance had jumped to 2,653 with 387 receiving diplomas and an even 100 on the faculty. Today the enrollment is 2,861, and there is a staff of 104 members.

When the boys' and girls' schools were combined, the courses centered around Latin, mathematics, English, the elementary sciences, and history. In that year the commercial courses were added along with work in home economics, but we find the ancient "penmanship" still listed and taught. Improvements were made in the few laboratory courses available, and slight work done in industrial arts during the next fifteen years; but the large change was left for 1926, when the move was made into the present buildings at Murphy. Here public speaking and dramatics were added in the English Department, with journalism coming a few years later. Printing, auto mechanics, machine drawing, advanced woodworking, and metal working supplemented the work in the industrial arts with the new equipment. Although limited training had been given in music before, it was not until the use of the auditorium that courses in band and orchestra were offered. The completion of the gymnasium brought the introduction of physical education as a regular required course for all freshmen and sophomores.

While there has been an expansion in many departments, notably the commercial, the emphasis now is on tying our instruction in with the new methods and ideas of the curriculum. Motion pictures are being widely used, especially in the science departments; civics has been changed from a textbook course to one in vocational guidance; the social studies are offering a course in world history and are approaching American history from the problem and unit-discussion method. This year sees the introduction of part-time working in businesses of many sorts down town for half a day, with full school credit toward graduation. This type of work is open only to juniors and seniors of high rating and is valuable in giving them actual experience in their chosen lines of work while still in school.

The Louisville Girls High School, Kentucky

By ANNA VOEGTLE*

Assistant Principal, the Louisville Girls High School

More than eighty-one years ago, on April 7, 1856, the Louisville Girls High School began its career in an old building, in a then fashionable part of the city, with an enrollment of sixty-nine girls, a principal, Mr. J. C. Spencer, and three other teachers.

By 1862, the school had outgrown its quarters, and the board of education prepared for its use a larger building. This was in the midst of the Civil War, when daughters of the North and of the South sat side by side in classes, but did not speak to each other out of school. The school continued to grow in spite of war and reconstruction. In 1872 the old building was replaced by a handsome stone-front structure. For twenty-six years new classes of timid freshmen entered the imposing portals and in due time became confident sophomores, superior juniors, and lordly seniors. These were years when two examinations, mid-year and final, determined the fate of every student. If a luckless maiden failed in only one subject, she repeated every course, for a whole year. There were no electives; every girl took the straight academic course, four long years of English and literature, of mathematics, of history, of science, and of a foreign language.

Yet the graduating list grew longer and longer. Before the end of the century, the board of education realized that the Louisville Girls High School again needed more room. A handsome new building dedicated in January, 1899, seemed amply large for normal future growth. But soon again the school population called for larger quarters. To relieve this situation temporarily two branch high schools, an eastern and a western, were opened in 1909. In 1911 when two new wings and an auditorium were added to the main building, these branch schools and the commercial high school were combined with the central school.

Changes came more rapidly during and after the World War, when the Louisville Girls High School met the challenge of a new day by enlarging and increasing the number of courses offered to its students. A system of electives, with courses in commercial subjects and home economics and music, was begun in 1911. The old habit of outgrowing its quarters continued. By June, 1923, the school enrollment had reached 2,616 in a building that could comfortably house about 1,400 pupils. To meet the situation the J. M. Atherton high school was opened in April, 1924, in the eastern part of the city taking from the Louisville Girls High School about seven hundred girls living in that section. But before many years halls

* Miss Voegtle was assisted in preparing this article by several teachers of the Louisville Girls High School and others connected with the school who had prepared some of the material she used.—EDITOR.

and classrooms were crowded again. The library moved to portables in the school yard. Home economics classes were held in what had been a private residence next door. In 1929 came another division, when the Shawnee high school was opened in the west end of the city, thus relieving the Girls High School of about four hundred girls.

In 1934, when the junior high school plan for the city was being completed, the Louisville Girls High School became a three year senior high school and was moved into the beautiful new building which it now occupies jointly with the junior high school. The total cost of the site, building, and equipment of this new home was more than one million dollars. The building contains seventy-five classrooms and laboratories, an auditorium with an equipped stage, a large gymnasium, three cafeterias, offices, a medical suite and rest rooms. It is a building new and modern in every respect, but upon its walls may be found the same old mottoes which have been an inspiration and a guide to thousands upon thousands of young women who have come under the influence of the school: "Esse Quam Videri," and "School is for Service, not for Self."

The school, along with the other high schools of the same type in the city, broadened and increased the number of courses offered. Beginning in 1911 students were graduated according to the course taken, with the privilege of choosing electives from other courses. By 1924 four courses were offered: academic, commercial, home economics, and classical, requiring each thirty-two credits for graduation. A credit was the amount of work normally completed in each subject within a semester. The academic course included eight credits in English, two in algebra, two in geometry, four in one foreign language, three in science (two of these in a laboratory science), two in history, and eleven elective. The commercial course required eight credits in English, two in commercial arithmetic, one in community civics, one in business spelling and penmanship, one in commercial geography, one in junior business training, four in bookkeeping, four in stenography and typewriting, one in business economics, one in commercial law, one in office training, and seven elective. The home economics course required eight credits in English, two in algebra, four in one foreign language, two in chemistry, one in physiology, two in history, three in cooking, three in sewing, and seven elective. The classical course required eight credits in English, four in algebra, two in geometry, eight in Latin, six in French, two in a laboratory science, two in history, and no electives. There was also a commercial course of two years, which included four credits in English, two in arithmetic, one in spelling and penmanship, one in junior business training, two in bookkeeping, four in stenography and typewriting, one in commercial geography, and one in commercial law.

In place of the course plan there was instituted in 1932 a system of majors and minors. Under this plan, which is still in operation, thirty-two credits

are required for graduation, twenty-four of which must be made in the senior high school. Under the major and minor plan every student must offer for graduation two majors of at least three years each, and two minors of two years each. English is a required major and must be carried for four years. In addition to the major and minor requirements every student must offer at least one year of mathematics and one year of science (which may be taken in the ninth grade), and one year of American history which is offered in the senior high school only. These requirements may be built upon to form majors and minors. Majors and minors may be chosen from English, mathematics, foreign language, social studies, science, accounting, stenography and typewriting, clerical work, fine arts (music and art), and practical arts (food and clothing).

As course offerings have become broader and as adjustments have been made to meet individual needs, the school activity program has also expanded. It is difficult to state just when definite changes occurred, since the growth of the school has been from term to term and from day to day.

Prominently among our school activities we should like to mention the citizenship program as carried on by our "All-Student Association." This association was organized in 1917 after very careful preparation over a period of time. It has succeeded and prospered through the years, until today it is a most important factor in the conduct of our school affairs. The association has its student council composed of a representative from each home room. Representatives are elected from their respective home rooms by the pupils. The president of the All-Student Association is elected by the pupils of the entire school. The executive board of the student council, the entire council, and the All-Student Association meet once a week, the latter in the respective home rooms, except once a semester when there is a meeting of the entire association called in the auditorium of the school.

The following features interest us in studying the growth of our school :

1. There is a well organized teacher advisory system, with a definite program of pupil guidance ;
2. Vocational and occupational guidance is given ;
3. There is a definite testing program ;
4. There is a visiting teacher ;
5. The school cooperates with social agencies for the good of the individual student ;
6. There is a health and safety adviser ;
7. Yearly physical examinations are given to pupils, yearly tuberculin tests are offered to all ;
8. There are classes in drama and in journalism ;
9. There is a yearly senior play ;
10. There are organized classes and clubs to meet the interests of all ;
11. The graduation program is in charge of the students themselves, with the class president presiding ;

12. Assembly programs are frequently in charge of the students;
13. Clubs and groups give dances and other forms of entertainment after school hours;
14. There is a thriving, very coöperative Parent-Teacher Association;
15. The school was one of the two hundred schools in the United States selected to participate last year in the Coöperative Study of Secondary School Standards.

Our school creed follows :

I believe in the Louisville Girls High School as a place where one grows in knowledge, in loyal coöperation, in loving comradeship, in honest endeavor, in gracious courtesy.

I, therefore, pledge allegiance to my school, and believe it is my duty to love it; to obey its laws; to aid its sport and club activities; to champion its ideals so that its colors may fly over a school of ever-widening influence and deepening purpose.

Louisville Girls High School has had the following principals: J. C. Spencer, April, 1856 to July, 1856; E. A. Holyoke, October 11, 1856 to November 4, 1861; G. A. Chase, July 21, 1862 to March 2, 1881; W. H. Bartholomew, March 2, 1881 to June, 1911; O. L. Reid, September, 1911 to January, 1916; H. B. Moore, January, 1916 to April, 1923; S. B. Tinsley, April, 1923 to the present.

The growth of the school in recent years is shown in the following compilation :

Year	Number of		Year	Number of	
	Enrollment	Teachers		Enrollment	Teachers
1914	1,597	51	1925	1,741 ¹	64 ²
1915	1,739	58	1930	1,008	43
1920	2,040	67	1935	1,145	39
1923	2,616	78	1937	1,382	40½

I have already made references to the past and present curriculum of the Louisville Girls High School. It is an interesting story to trace the growth of the curriculum somewhat in detail.

From the beginning of its career in 1856 and for more than thirty-five

¹ The enrollment following 1923 may seem confusing in the face of the steady growth of our school over a period of eighty-one years. It must be borne in mind that in 1924, to relieve the crowded condition of the Louisville Girls High School, pupils living in the eastern section of the city were transferred to the newly erected J. M. Atherton high school, and that from that time all high school pupils living east of a definite dividing line were required to attend that school. By 1929 the school had again outgrown its bounds and pupils living in the west end of the city were transferred to the new Shawnee high school. In 1928 also our board of education established the junior-senior high school plan (6-3-3) in the city. As junior high schools were built and opened, ninth grade pupils living within the newly established junior high school districts were required to attend these schools. This plan drew from our school over a period of years pupils who, under the four-year high school plan, would have attended the Louisville Girls High School. In 1934, the last of the junior high schools was opened and the Louisville Girls High School became entirely a senior high school, with grades ten, eleven, and twelve. The last two enrollments given, therefore, represent that of our three-year school.

² It will be noticed that the number of teachers employed, beginning with 1930, does not keep pace with the growth in enrollment. These years, it will be remembered, are depression years. There have been during these years more pupils per teacher than formerly.

years following, the requirements for graduation from the Louisville Girls High School were uniformly rigid. They were as follows: English, four years; history (ancient, medieval, and modern, one year each), three years; mathematics (algebra, one year, followed by plane and solid geometry, one year each, trigonometry a half year followed by college algebra a half year), four years; foreign language (Latin, French or German), four years; science (physiology, botany, physics and chemistry, one year each), four years. Four subjects were carried by each pupil during the first year, with five in each of the remaining three years. Laboratory periods, however, were but forty-five minutes in length. There were modifications of the above requirements for those who were preparing to enter college. Such students were required to carry four years of Latin, with three years of a modern language, and an additional semester of algebra. It was in the 1880's that regular classes in art and music were added to the curriculum. Cooking and sewing were introduced in 1902. At the beginning, these classes were given once a week to the individual pupil.

In 1888 a co-educational commercial high school with a one-year course was established to take care of those pupils who wished to enter the business world. Bookkeeping, arithmetic, and simple commercial law were offered. A second year was added in 1889 with classes in stenography and type-writing. The school gradually grew to a three-year school and remained so until its consolidation with the central high school in 1911.

In 1911 the girls from the commercial school and the Eastern and Western Branch Academic schools were consolidated with the central high school (Louisville Girls High School). The credit system, which I have already outlined, was established with provision for electives. A credit consisted of five periods a week in one subject for twenty weeks. Thirty-two credits were required for graduation. Ninety-minute periods were instituted in all laboratory subjects as well as in bookkeeping, art, cooking and sewing. The three-year commercial course gave way to a four-year course, although a two-year course was still given. In 1919, Spanish was added to Latin, French, and German as a language offering. In 1924, German was dropped from the list.

With the coming of junior high schools, beginning in 1928 general science was relegated to these schools; and botany, which had been offered in the eleventh and twelfth grades, was placed in the tenth grade, with zoology. Chemistry and physiology were offered in the eleventh and twelfth grades. Physics elections upon the part of the students had been gradually decreasing over the years. Since 1918 there have been no such classes. It is interesting to state, however, that at the present time, our science curriculum committee is at work upon a practical course in physics, suited to present-day needs. This course, the committee hopes, will shortly be introduced into our senior high schools.

The Warren Easton Boys' High School

By F. GORDON EBERLE

Principal, Warren Easton High School, New Orleans

In the year 1841 Glendy Burke, a member of the Louisiana state legislature, introduced a bill "to authorize the several Municipalities to establish Public Schools and to levy taxes for their support." These "municipalities" were three in number and resulted from a division of the city of New Orleans in 1836. With the passage of the bill began the system of free public education in New Orleans.

In order that the system of free public schools to be established in New Orleans should compare favorably with those in the East and in the other parts of the world, a committee was organized to investigate both American and foreign free school systems. At that time Horace Mann, the distinguished New England educator, was busy reorganizing the public school system of Massachusetts, but was not too busy to give the committee from New Orleans valuable help. It was upon the advice of Mr. Mann that John A. Shaw, one of the educator's disciples, was engaged and made superintendent of schools in 1844. One year later was built the first boys' high school, and with its erection began the history of Boys' High of New Orleans —the oldest public high school for boys in the state. In this task of introducing a worthwhile curriculum into the school system and at the same time adjusting administrative and financial problems, Mr. Shaw met with a great deal of opposition, some of which he believed unnecessary and concerning which he did not hesitate to voice his disapproval. After seven years of service to the New Orleans schools he resigned.

Because of the numerous financial difficulties encountered, the offices of superintendent and principal did not remain long in the possession of any one man during the years 1851 to 1860. Mr. G. W. Harby succeeded Mr. Shaw as the second superintendent of the New Orleans schools. It was only a short time later, however, that he resigned.

At this point a few words concerning the curriculum of the high schools of that period is appropriate. For admission to the school the entrance requirements consisted mainly of a proficiency in all the branches of English. The high school course of instruction in 1860 in many respects was like that of a present day college. Spread over a period of three years, the subjects included among others were Greek, Latin, French, logic, ethics, analytical geometry, surveying, astronomy, and geology. The student, moreover, found time to take actual part in literary, scientific, and debating societies sponsored by the school.

Then came the Civil War. As a result of the conflict the school system was completely reorganized by General Butler and modeled after the free school system of New York. Taken out of the hands of a local school board,

the schools were left intact and were unified into one system and placed under the control of Federal officers. This consolidation of the schools of the three municipalities of New Orleans, which was unwelcome at the time, was perhaps the most advantageous step that had so far been taken in their behalf. It is also worthy of note that under General Butler mention is made of the dispensing—free of charge—of all school supplies to the pupils of the elementary grades.

When the clouds of war had vanished, the control of the schools was once more assumed by a local school board. Again serious problems were to be confronted. The free public schools were looked upon by certain classes of whites as one of the concomitants of Reconstruction. To these the idea of an elaborate system of public schools was frowned upon because they knew nothing of the benefits to be derived from such a system, and then, too, they did not believe the South could pay for them. However, in the face of these discouraging elements, free public education progressed rather healthily.

In 1871 the first Consolidated Boys' Central High School, the second link in the chain of development which eventually had its culmination in the Warren Easton Boys' High, was established. Mr. John E. Seaman, a native of Maine, who had moved to the South and founded a school in Mississippi before the War, and then removed to New Orleans, was named to the principalship.

With the flocking of the "Carpetbaggers" to the South after the War, the already unsettled conditions of the public schools of the city were greatly aggravated. The problem of equal sharing of public schools by white and negro children, the forcing of which was at one time attempted, made Mr. Seaman's not an easy office. Within a few years after the new principal assumed his position, however, the ascendancy of the Carpetbaggers had died out, and the public schools entered upon a new era of progress.

Mr. Seaman was a man who understood human nature, and especially boy nature. This understanding, together with his untiring efforts, enabled him to bring about a close harmony between the students and the faculty. It was his earnest desire that the parents of the boys should come frequently to the school and see for themselves what was really going on in the school. His invitation was readily accepted, and many parents took advantage of the opportunity to visit the school and to meet and become acquainted with the teachers who taught their sons. It is only natural that the parents, having familiarized themselves with school conditions, became staunch supporters. There was a growing feeling of real coöperation between the school on the one hand and the home on the other. The enrollment of the school rapidly increased and its facilities became strained. Mr. Seaman remained principal for eighteen years, resigning that office in 1889. In the year of his resignation it became necessary either that the school be greatly

enlarged in order to accommodate the swelling ranks of students or that it be removed to a new location.

Thus it was that the school board acquired a new location; and when school opened in September of 1889, the new boys' high school, then called McDonogh No. 1 Boys' High School, the third link in the chain of Warren Easton's history, was on Calliope Street between Prytania and Saint Charles Avenue. In 1888 Mr. Warren Easton had become superintendent of schools for the city of New Orleans, having succeeded Mr. Ulric Bettison, who in turn had succeeded Mr. W. O. Rogers. Upon the resignation of Mr. Seaman and transferring of the old school from its location at Constance and Gaiennie Streets to the new quarters, Mr. Joseph V. Calhoun was made principal. Mr. Calhoun was also head of the English department. At the head of the Latin Department was Mr. Frank W. Gregory, who had first become associated with the Boys' High School in 1886 when it was under the guidance of Mr. Seaman, and who himself was destined to become principal. In 1896 Mr. Gregory, who had received his bachelor's degree from the University of Michigan, and who later earned the title of "the grand old man of New Orleans Public Schools," succeeded Professor Calhoun as principal of the Boys' High School. Under his sympathetic and understanding guidance the high school flourished as it never did before. Working with indefatigable vigor, Mr. Gregory brought about a very nearly perfect unison between pupil and principal. The present student publication, the *Old Gold and Purple*, dates back to the spring of 1898. In the same year the first Boys' High football team began with only a vacant lot as practice field and without even the aid of a regularly employed coach. Today the *Old Gold and Purple* stands out among the leaders in high school publications, having won many awards for excellency, and Warren Easton Boys' High School football team has developed into one of the most powerful in the state of Louisiana.

Towards the beginning of the twentieth century, Principal Gregory realized the need for a change in curriculum to keep abreast of the modern educational progress. A more flexible plan of studies was initiated and accordingly several commercial subjects were introduced. In 1904 physical training made its earliest appearance in the course of study at Boys' High. In the same year the elective system of studies made its appearance. These new introductions made for a more useful and interesting curriculum, and were lauded by public-spirited citizens of the city and state. Another in the series of major accomplishments of Mr. Gregory was the establishment in 1906 of the division of the school year into two halves, with promotion being granted at the successful completion of each half, or semester.

Year after year the Boys' High School kept expanding. More and more teachers were needed to take care of the enrollment increase. More improved methods of instruction were needed. The commercial department

of studies was expanding as rapidly as the classical department. More teachers were employed and better methods were instituted. Just as the former building of the Boys' High School had outgrown its usefulness in 1888 and larger quarters were needed, so also in 1912, it was found impossible to confine any longer the rapidly growing student body within the walls of the Calliope Street building. Plans for a new building were made; funds were appropriated, and the new Boys' High School building, the last link in the chain of Warren Easton's development, was completed in 1913, costing \$362,000 and located at 3019 Canal Street, occupying an entire city block. It was given its present-day title, Warren Easton Boys' High School, after a widespread dispute. Mr. Warren Easton, for whom the school was named, was superintendent until October, 1910. He was succeeded in November, 1910, by Mr. J. M. Gwinn. After holding the superintendency for about thirteen years, Mr. Gwinn was succeeded in 1923 by the present Superintendent, Mr. Nicholas Bauer, who received his bachelor's and master's degrees from Tulane University.

The growth of Warren Easton Boys' High from 1912 to the present time was phenomenal. During these years the enrollment increased so rapidly that the school board found it necessary to build from time to time three new high schools for boys solely for the purpose of deflating the swelling ranks of students that were overburdening the Canal Street institution. During the 1916-1917 term Boys' High had an enrollment of 1,049 pupils and a teaching staff of thirty-five teachers. The number of students declined, however, to 853 during the eventful years of 1918-1919. After the war the attendance increased steadily until a new high was reached in 1924. At that time there were a faculty of sixty-four teachers and an enrollment of 1,632 pupils.

It became evident in 1924 that the new Warren Easton building failed to provide adequate accommodations for the ever-increasing throngs of pupils. After much deliberation as to what should be done to remedy the condition, the school board at length considered it necessary to move the entire commercial department to a separate building and organize it as a different school. The Samuel J. Peters Commercial High School was the result.

With the transfer of the Commercial Department to a new school, attendance at Warren Easton dropped in 1926 to 1,508 with a staff of fifty teachers. Yet congestion continued. It seemed that nothing, even down to partitioning the basement into additional classrooms, could remedy the over-crowded condition. The school board again acted, and the result this time was the newly organized Edward Douglas White High School.

It was not many years after the opening of the White High that congestion again took possession of Boys' High School. Students from all over the city had been attending Warren Easton, and although the latest high school had absorbed a large number of the boys who resided in the lower

section of the city, still there had always been felt a necessity for a boys' high school in the uptown district of the city. The school board decided to end for once and for all the deplorable overcrowding by erecting in the uptown areas what is now known as the Alcee Fortier Boys' High School.

Following the resignation of Mr. Gregory in 1932, Mr. F. Gordon Eberle, member of the faculty, succeeded to the principalship. The economic crisis which caused the operation of schools with a greatly curtailed budget and necessitated heavy teacher loads and reduced teacher salaries made the first few years of his principalship especially trying. But after five years of depression the clouds appear to be definitely clearing. Teacher salaries are being restored. Old schools are being remodeled, and new ones are being built. The course of study at Warren Easton for the past few years has been a very interesting and variable one. Besides the regular academic course of study, including English, Latin, French, Spanish, history, civics, algebra, geometry and trigonometry, there are the departments of speech, art, music, physical training, vocational guidance, supplemented by various extra curricular activities. Such a curriculum has been responsible for a more active pupil interest, accompanied by Warren Easton's chronic problem, a greatly increased student attendance.

The Male High School of Louisville, Kentucky

By W. S. MILBURN
Principal of Louisville Male High School

To the student of secondary education it is an interesting fact that the first foundation providing for public secondary education in any western city was made in Louisville, Kentucky. On February 10, 1798, the Kentucky General Assembly granted a tract of 6,000 acres of state land for the founding of a seminary in Louisville. On December 7 of the same year another act authorized the raising of \$5,000 by lottery as a further aid to the establishment of the school which was to take the name, then so popular, of Jefferson.

So slowly were the preliminary arrangements made in selecting the site and in constructing the building that the pupils, forty to fifty in number, were not actually received into the seminary until 1816. The building in which the school was opened was a two-room brick structure located on a two and three-quarter acre lot lying on West Eighth Street between Chestnut and Green (now Liberty).

In 1829, when Mann Butler, principal of the seminary from its opening, was drafted to take charge of the first city school, a movement was instigated by the trustees to make the seminary also a city institution. Accordingly, in 1830 the General Assembly directed them to convey one-half the seminary property to the city "for the purpose of purchasing a suitable lot and erecting a suitable building for a High School in the city of Louisville, which High School shall be open for the children of the citizens of Louisville, and for the children of all those who shall contribute to the taxes of said city, and may be supported out of the taxes and tuition fees of the school." The transfer was not regularly made for fourteen years, or until April 7, 1844; but by agreement between the city authorities and the trustees of the seminary the building and a sufficient tract about it became the property of the city in 1830, and a high school was opened therein under the ambitious name of Louisville College. The high-sounding titles conferred on the principal and the teachers were in keeping with the dignity of a college. The pupils, seventy in number the first year, and all males of course, were recruited directly from the grammar schools of the city and from the seminary.

In 1840, after a decade of moderate success, the so-called "college" was regularly chartered by the General Assembly. This act, however, did not affect the character of the school. The same year the city council passed a measure which provided free tuition in the college for thirty pupils selected annually by competition from the grammar schools of the city. In 1846, when the University of Louisville was chartered, the "college" was made the academical department of the University. In short, it became the junior college of the city and functioned as such for a decade when it was

merged with the public schools. The city charter of 1851, referring in part to the Louisville College, provided that "no fees for tuition shall ever be charged in said academical department of said University in said High School for females or in said schools of Louisville." It further required the opening of the academical department of the University in the building which had been erected with the funds arising from the sale of the old Jefferson Seminary. This building, erected in 1845 at Ninth and Chestnut Streets on the tract known as University Square, was originally intended for the law school of the University. These two provisions in the city charter completed the work begun in 1830 to provide a free public high school for Louisville.

In 1855 the Board of Education took over the building occupied by the academical department and on April 7 of the next year opened it as the male high school, or as it was then commonly called, the "High School." The older citizens still refer to Male as High School. This also explains what is puzzling to the younger generation and to newcomers in Louisville, why the "H" is the official letter of Male.

Although the old Louisville College after a quarter of a century of service had now become a free public high school, the college idea on which it was founded persisted. It is clearly seen from the resolution offered by Dr. J. H. Heywood, president of the board of education, on March 24, 1856 that the high school was designed to be the capstone of the Louisville public school system, giving three years of high school work and one year (two from 1868 to 1883) of college. In 1861, by a charter granted by the General Assembly, Male was "clothed with all the rights and privileges of a university," and was called the "University of the Public Schools of Louisville." The conduct and curriculum of the school were in accord with the college idea; admission was by examination only. Its graduates were granted bachelor of arts degrees, and even masters' degrees were conferred on occasions to outstanding students. The practice of granting degrees persisted until 1912. The following year Male cast aside its college dignity and joined the Southern Association of Colleges and Secondary Schools as just another high school.

The college atmosphere which prevailed in the school from its opening in 1830 should not be considered pretentious. It was simply the perpetuation of the traditions of the school from an early time when the titles of college, university and high school were used rather loosely. It yet remained for standardizing agencies such as the Southern Association to discriminate among the various types and names of institutions of higher education. As measured by present day standards the "old" Male High School was a junior college. As measured by the standards of its day it gave as thorough an education as the average mid-western college.

In 1894 the school was moved from University Square to the site now

occupied by the Ahrens Trade School on First Street near Chestnut. In 1915 it was moved into the building it now occupies at Brook and Breckinridge streets. The present site was procured by the alumni of the school and deeded to the Board of Education. A clause in the deed specifies that the school erected on the site should be used for a boys' school only. At the time the latter move was made, Male was consolidated with the duPont Manual Training High School under the name of the Louisville Boys' School. The consolidation proved to be Louisville's greatest educational blunder, and after only four years the schools were separated. Shortly thereafter Male resumed its old name. Since the completion of the junior high school program in Louisville in 1930, Male has operated as a three-year senior high school. Its primary function for more than twenty-five years has been to prepare the boys of Louisville for higher educational institutions.

The entire history of Male from its beginning is the story of a continuous struggle of the school to maintain its traditional standards and yet adjust itself to the changing needs of the community it served. It was founded on the early college ideal of a semi-aristocratic and bookish culture to prepare young men for the learned professions. This ideal insisted on being the only ideal, in the face of growing demands for a broader service. Almost every step to broaden the curriculum was made over the protest of those to whom the broadening process was only a lowering of standards.

When the school was opened as a part of the city school system in 1830, the following courses were offered: philosophy, political economy, mathematics, civil engineering, natural science, Greek, Latin, history, and belles lettres. Courses in modern languages and the history and science of commerce, manufacture, agriculture and mechanical arts were planned but not actually offered. The latter omission, whether intentional or otherwise, is indicative of the type of curriculum that was to dominate the school throughout its entire history. The organization of 1840 shows the same course offerings as the decade earlier except that French and rhetoric had been added, and civil engineering, history, and political economy had been dropped. No mention is made of the practical courses proposed in 1830.

For almost forty years, or until 1868, this narrow curriculum was maintained with but slight modifications. The offerings were required of all students and high standards of scholarship were rigidly maintained. Entrance to the school was by examination only, a thorough examination in reading, writing, arithmetic, United States history, grammar, geography and elementary algebra. These examinations were difficult, as we may judge from Principal E. A. Grant's report of 1864, which states that of "the best group ever attempting the entrance examinations" only fifty-six per cent passed. Nor was the road in the school itself any easier than the gate-

way. The same principal in his report of 1863 tells of "written examinations in each subject lasting from nine o'clock to five," with a short period for lunch in the examination room. The records further show that for a number of years oral examinations to which the public was invited were required in addition to the written tests. In 1864 we find that these oral examinations were poorly attended because of the military invasion of the state.

Under such a rigid program the percentage of students dropping out was high and the number of graduates pitifully small. The principal's report of 1861 gives a total enrollment for the year of 160. Of this number eighty-six remained at the end of the year. Of those remaining eight were juniors and four were graduating seniors. This report blames the excessive number of drop-outs on the lack of proper preparation in the grammar schools. We turn to the grammar school curriculum for the same year and find that it consisted not only of the ordinary grammar grade subjects but also included algebra, plane geometry, plane trigonometry, and elementary Latin. Quite an adequate preparation for the secondary school it would seem. Yet it was not adequate for the high-school college which placed *Vergil* in the sophomore year and calculus in the junior.

Such was the rigidity of the standards maintained that from 1860 to 1879 a total of only 138 boys had graduated and from 1880 to 1899 only 424. One year, 1876, actually shows no pupil graduating, although the school's enrollment was almost 200. The fatal word "failed" appears after the name of every senior for that year. In fact, on many pages of the old scholastic record books the word "failed" recurs with such regularity that it is simply dittoed with an occasional "passed" written in as the exception. From studying the records of the old Male High School one gets the feeling that the faculty must have been imbued with the fetish of failure.

The year 1868 marks the beginning of a number of changes which were gradually to change Male from a school for failure to one for success. Mr. W. W. Morris, President of the Board of Education in 1868, sounded the keynote to these changes when he suggested to the teachers that there be less home study for the pupils. This same year saw a preparatory year added to the school to prepare more satisfactorily the boys for entrance into the freshman year. This "fifth year," as it was called although it preceded the first year, was continued until 1883. In 1868 also the first genuine attempt was made to broaden the curriculum. The committee which had been appointed by the Board of Education to study the question of adding a technological department to the school reported as follows: "We have no desire to disparage the advantages of a classical education. We cheerfully acknowledge its great value, but we cannot but believe that the same amount of time and effort devoted to physical studies—say to

chemistry and mechanics—would furnish discipline equally valuable, and impart a far more practical store of information."

In accordance with this rather apologetic recommendation two-year courses in both chemistry and physics were placed in the curriculum. Some of the emphasis on these technological subjects was removed in 1911, when the physics was reduced to a one-year course and the chemistry to a one-and-one-half-year course. In 1870 a language elective was introduced by allowing the pupils to choose either Latin or German. The latter language was then taught in all the schools of Louisville under the supervision of a separate "superintendent of German." In 1872, relief from the monotony of the classroom toil came to the boys in the introduction of a mild form of physical training. For a period of a few minutes each day the boys got up from their desks, stood in the aisles, and went through breathing exercises and a few simple calisthenics. From this inauspicious start physical education continued as a sort of extra-curriculum activity but with steadily increasing emphasis until, in 1915, it became a curriculum subject with regular and systematic instruction under special teachers. Further softening-up came the next year, 1873, when the entrance examinations were so modified that the grammar school record was allowed to count for one-half and the written examination for the other. In speaking of "lowering" the entrance standards Principal W. N. McDonald said: "One of the most important lessons to be learned is that patient toil only can achieve success, and in whatever institution the reverse is taught, there is good ground for saying that its system is radically deficient. For, while the boy gains but a smattering, he is yet puffed up with the belief that he has done wonders. He is thus eminently prepared to go out into real life and make a shining failure."

The broadening of the curriculum continued from year to year. In 1873 physical geography was added. In 1881 an attempt was made to put manual training into the school; but not until 1890 did it succeed, when a teacher was appointed and started the course with twenty-four boys. But the new course was not allowed at first to interfere with the school program. For the boys were given one hour of drawing before school and two hours of shop after school. In spite of this cool reception the next year showed ninety-six boys enrolled in manual training. The following year the duPont Manual Training High School was established, and manual training left Male. It was, however, revived in 1896 as a means of competing for students with duPont Manual, which had a large number of students because of the great popularity of manual training. When the two schools were consolidated in 1915, all the manual training and drawing work was transferred to the du Pont building at Brook and Oak streets. Upon the separation of the schools in 1919 these courses were not restored at Male. The mechanical drawing course was returned to the curriculum in 1927. At the same time a freehand drawing course was opened. Both have remained.

Military training was introduced in 1896. At first it was on an extra-curriculum basis, although practically every boy in the school took it. The drilling was done largely at the recess periods and under the direction of leading senior students as cadet officers. Each year in the latter part of May a competitive drill among the companies was held. Since 1919 military training has been an integral part of the curriculum under the direction of the War Department as a Reserve Officers' Training Corps junior unit. The annual spring competitive drill still remains as one of the outstanding events of the school year.

Commercial subjects were introduced in the curriculum in 1911, when the Commercial School which had been organized in 1898 was disbanded and its male students sent to Male. This action seems to have been taken as a housing convenience rather than to broaden the curriculum of Male. It required twenty years to blend the two schools into one. In the meantime the two curricula, the high school and the commercial, were kept apart; and transfers from one to the other were made difficult.

Both vocal and instrumental music were carried on in the school on an extra-curriculum basis from a very early date. The first regular instruction came in 1913, when an orchestra composed of twelve or fifteen boys met after school hours for instruction. In 1915 both orchestra and glee club were offered as free electives to all pupils, and one-half a credit per term was granted for the work in either.

The first successful attempt to organize a band was made in 1919. Prior to that date no permanent band organization was possible because the school had no instruments. In that year Principal J. B. Carpenter succeeded in procuring a full set of band instruments from the War Department. Stimulated by this unusual support the band has steadily grown in popularity as a curriculum activity.

Spanish was added to the list of foreign languages offerings in 1915. The same year saw the last beginning class in Greek.

In order to give a clearer picture of the development of the curriculum, cross-sections of the entire offerings of the school as they appear at each decade beginning with the opening of the school as a public high school in 1830 are shown.

1830: Belles lettres, algebra, geometry, trigonometry, civil engineering, natural science, Greek, Latin, history, political economy, moral and intellectual philosophy;

1840: Belles lettres, algebra, geometry, trigonometry, natural philosophy, Greek, Latin, French, moral philosophy, rhetoric;

1850: Data for this date has not been discovered (In all probability the offerings were about the same as in 1840. From 1846 to 1856 Male was merged with the University of Louisville);

1860: Belles lettres, algebra, geometry, trigonometry, Latin, Greek, French, natural science;

1870: Belles lettres, algebra, geometry, trigonometry, calculus, applied mathematics, Greek, Latin, French, German, chemistry, technology (physics);

1880: English literature, arithmetic, algebra, geometry, trigonometry, calculus, Greek, Latin, French, German, physiography, physiology, chemistry, physics, English history, Greek history, mental philosophy;

1890: English literature, algebra, geometry, trigonometry, calculus, Greek, Latin, French, German, physiography, physiology, chemistry, physics, psychology, logic, political economy;

1900: English, algebra, geometry, trigonometry, Greek, Latin, French, German, physiography, physiology, chemistry, physics, psychology, logic, political economy, mechanical drawing, manual training;

1910: English, algebra, geometry, trigonometry, Greek, Latin, French, German, physiology, physiography, chemistry, physics, manual training, mechanical drawing, psychology, logic, political economy, history;

1920: English, algebra, geometry, trigonometry, surveying, Latin, French, Spanish, physiology, physiography, biology, chemistry, physics, ancient history, European history, United States history, civics, commercial arithmetic, commercial geography, commercial law, penmanship, spelling, bookkeeping, stenography, typewriting, economics, advertising, physical education, military training, music;

1930: English, algebra, geometry, trigonometry, surveying, Latin, French, German, Spanish, physiology, physiography, zoölogy, botany, chemistry, physics, ancient history, medieval and modern history, English history, South American history, civics, United States history, commercial arithmetic, penmanship, spelling, commercial geography, commercial history, commercial law, bookkeeping, economics, salesmanship, typewriting, money and banking, accounting, credit and office management, mechanical drawing, freehand drawing, physical education, military training, music.

In 1940, a cross-section quite probably will show the same as for 1930 except that the following subjects will be missing: ancient history, medieval and modern history, commercial arithmetic, penmanship and spelling, commercial history, credit and office management. This prediction is based on the fact that these courses are not now offered.

Prior to about 1870 graduation was based on the successful completion of the entire offerings of the school. Obviously as the curriculum was broadened, it became impossible to follow this procedure. As new subjects were introduced, they were made electives, the pupils having the choice between the new and a designated old subject. Thus when German was introduced in 1870, the pupils could take either Latin or German. However, as more and more subjects were added, the reluctance grew on the

part of the faculty to have the new displace the time honored courses. Consequently we find the pupils carrying more and more subjects in order to have access to the new and popular courses. The pupils' scholastic records for the years from 1875 to 1890 show many pupils carrying six, seven, and even eight subjects, and a minimum of five for a pupil load. This excessive load may account for the small percentage of graduates for those years. A careful examination of the records for those years fail to disclose any set number of credits or units required for graduation. They indicate, on the other hand, that the coveted "degree" was granted to the boys who successfully completed all the work they undertook. The total number of credits, as measured by present standards, earned by the graduates varied widely. In short, the degree was granted for quality as well as quantity.

Beginning about 1890, greater sanity in respect to the number of subjects carried began to prevail. At the same time definite subject and credit requirements for graduation were set up. These changes, quite probably, grew out of administrative necessity. In 1897 we find a total of thirty-eight credits required for graduation as follows: English, 7; mathematics, 8; Latin, 8; physics, 2; Greek or German, 6; French or science, 4; psychology, 1; logic, 1; political economy, 1. A credit was a semester's work in one subject. With but slight modifications these requirements continued in force until 1911. In the fall of that year Superintendent E. O. Holland changed the whole plan. Instead of rigid subject requirements a rather free election from all the subjects offered was allowed. The total was set at thirty-two credits as follows: English, 8; mathematics, 5; one foreign language, 4; United States history and civics, 2; physics or chemistry, 2; electives, 11. The electives were to be chosen so that one major, six credits, would be earned besides English.

In 1918 the entire plan was again changed from a general election from all the subjects offered to definite rigid course requirements. Six courses were set up as follows:

Classical. Thirty-six credits required: English, 8; mathematics, 8; Latin, 8; one modern language, 6; ancient history, 2; science, 2; electives (United States history or science), 2.

Scientific. Thirty-six credits required: English, 8; mathematics, 8; one modern language, 8; second modern language, 6; science, 4; ancient history, 2.

General. Thirty-three credits required: English, 8; mathematics, 5; one foreign language, 4; science, 2; United States history, 2; electives (from the fields of history, language, science, shop, drawing and mathematics), 12.

Four-Year Commercial. Thirty-two credits required: English, 8; commercial arithmetic, 2; penmanship and spelling, 2; commercial geography,

1 ; commercial history, 1 ; civics, 1 ; commercial law, 1 ; bookkeeping, 6 ; stenography and typewriting, 4 ; economics, 1 ; advertising, 1 ; electives (from language, science or mathematics), 4.

Two-Year Commercial. Eighteen credits required : English, 4 ; commercial arithmetic, 2 ; commercial law, 1 ; penmanship and spelling, 2 ; commercial history, 1 ; civics, 1 ; commercial law, 1 ; bookkeeping, 4 ; stenography and typewriting, 2.

Manual Training. Thirty-seven credits required : English, 8 ; mathematics, 8 ; shop and drawing, 10 ; science, 4 ; United States history and civics, 2 ; electives (from language or science or mathematics), 4.

Under this plan, which remained in force for fourteen years, a pupil elected a course. If he later decided to change his course he could do so, but only at a loss of some of his earned credits. In 1932 another radical change came, a return to the free elective system of 1911. Under the 1932 plan the requirements were as follows : English, 8 credits ; mathematics, 2 ; science, 2 ; United States history, 2 ; electives, 18. The electives were to be chosen so as to make two majors of six or more credits each (English included) and two minors of four credits each. Either physical education or military training has been required without credit of all able-bodied pupils since 1918. If history repeats itself, the next decade will see a return to more rigid graduation requirements.

Data for extra-curriculum activities in the school's early history are hard to find. It has already been pointed out that many of the courses now in the curriculum began as extra-classroom activities. Such are music, drawing, physical and military training. The earliest organized extra-curriculum activity for which we have historical data is the Athenaeum Literary Association. Organized in 1862 it has continued to function as one of the leading student organizations of the school down to the present day. The history of this association, which has preserved the records of its proceedings almost from its inception, is worthy of a chapter in the story of Male. In general the Athenaeum has proceeded through a series of cycles, each of which began with a high grade of literary study and discussion among the student members, then gradually degenerated into a purely social fraternity with all the attendant undesirable features, and ended in a temporary suspension of the activities of the group by the school authorities. Each cycle was of about twenty years duration. During the periods of degeneracy other literary clubs were formed by groups of students dissatisfied with the Athenaeum. Two of these, the Delphic Literary Society and the Halleck Literary Society, are still functioning. That the Athenaeum has lived for three-quarters of a century is truly remarkable. Perhaps the fact that its meetings have always been held on Saturday nights in the school building and that it has been unsupervised except for sporadic disciplining may account for its longevity.

Various speech activities were for many years highly popular as extra-classroom work. One such was the senior speeches in the assemblies. The assemblies, or chapels as they were called, were held daily, and each senior took his turn in making a formal address before it. Contests in oratory and declamation were held in the junior and sophomore classes. These were frequently held at night, attracting large crowds and drawing favorable comment from the local press.

Dramatics has also come in for its share of attention. The zenith in this activity was reached in 1908 when the "Prince and Pauper" was produced by the students. Played for three nights in the old McCauley Theatre, it was moved because of the large crowds to the Masonic Theatre, where it ran for three more nights. In all approximately 5,000 persons attended these performances, an all-time record for a high school play in Louisville. The Royal Masque Dramatic Society now carries on the dramatic activities of the school.

For many years debate has been growing in popularity at Male. The high point of debate is the Tri-State Debate held annually with the Walnut Hills High School of Cincinnati and the Shortridge High School of Indianapolis. All debate activities are under the auspices of the Debate Club.

As might be expected in a boys' school athletics has a leading role in the extra-curriculum activities. In their development at Male each sport has gone through three stages: first, opposition from the school authorities; second, passive endurance, and third, supervision and regulation. Baseball was the first organized sport at the school. While the date of its acceptance is not definitely fixed, it is certain that the school had an organized team in 1890. Football was first acknowledged by the school in 1893, when principal Maurice ("Old Hoss") Kirby called members of the team before him and told them they were playing against his wish but if they must play to go ahead with the understanding that they must win. Track came in 1901, and basketball about ten years later. In the early stages of the sports there was no supervision or regulation of the players. Each member of a team provided his own equipment. If admission fees were charged, the players simply divided the proceeds of the game among themselves and the coach. In 1910 an athletic association was formed and duly incorporated, primarily to give financial support to football, which was fast becoming an expensive sport. Membership in the association was limited to the students and faculty. An athletic committee composed of faculty members appointed by the principal and student members elected by the students managed athletics in the school. In 1923 the Board of Education, yielding to a demand from the alumni of the school, created a new athletic board to act in an advisory capacity. This board, which has functioned since, is composed of the principal as chairman, three alumni appointed annually by the president of the alumni association, three seniors of the school selected by the

president of the senior class with the approval of the principal, and three (five prior to 1932) members of the school faculty appointed by the principal. Since the formation of this board of control the athletic association has become a name only. In practice the athletic board is a governing body as well as an advisory body. By its decisions coaches are elected and dismissed, budgets for the sports made and the major policies in regard to athletics outlined.

Like most high schools Male had had and still has a number of clubs growing out of curriculum subjects. The life of such clubs depends upon the popularity of the parent subjects. The Latin club, now defunct, played the leading role among the subject clubs for many years. The Spanish, the science, and the social science clubs have all come in for their share of temporary attention. No place has ever been provided in the daily school schedule for clubs at Male. Each club has been required to depend upon its own initiative because little "official" encouragement was given.

The State College for Women

By T. H. NAPIER
Dean of Alabama College

The term State College for Women as used here refers to the state-supported colleges for women which have existed as separate institutions and not as an adjunct or a division of any other college or university. They are all located in the Southern Association area except one which is found in the border state of Oklahoma.* Originally, there were eight such schools in the United States, but within the last few years two of them, located in Georgia and North Carolina, have become a part of the University System. These schools appear to be entitled to some consideration as a group because of the unique position they have occupied in our program of higher education for women.

They are not among the oldest institutions for the education of women but came as a modification or an outgrowth of the movement favoring college education for women after it showed evidence of taking rather definite form. They were established during a period of twenty-five years which includes the latter part of the nineteenth and the first few years of the twentieth centuries. These colleges were opened as follows:

Mississippi State College for Women, Columbus.....	1884
Winthrop College, Rock Hill, South Carolina.....	1886
Georgia State College for Women, Milledgeville.....	1889
North Carolina College for Women, Greensboro.....	1893
Alabama College, Montevallo.....	1896
Texas State College for Women, Denton.....	1903
Florida State College for Women, Tallahassee.....	1905
Oklahoma College for Women, Chickasha.....	1909

Since the Oklahoma College for Women is located in the territory of the North Central Association of Colleges and Secondary Schools and the history of the Florida State College for Women is quite different from that of the other six institutions, these two will not be included in the discussion of the origin and development of these schools.

While college education for women is a comparatively recent development, the movement had its beginning in the early part of the nineteenth century and took rather definite form by the middle of that century. In the early years a number of academies and seminaries sprang up in the Southern and Atlantic Seaboard States. They were often called colleges

* It is well to point out that the South has shared with New England a strong prejudice against co-education, and Southern colleges and universities have traditionally been slow to admit women to their classes. When, therefore, the demand for higher education for women arose, the natural solution was the establishment of new and distinct institutions.

and gave some advanced training, but we are told that compared with Harvard, Yale, and other standard colleges of the time, their work was largely secondary in nature.

Oberlin College became coëducational in 1833, and by 1837 women were taking college courses. When the first two normal schools were established in Massachusetts, one of them was designated as a school to train female teachers and the other admitted both sexes. Between 1850 and 1875 a number of state universities in the North and West opened their doors to women. Private colleges for women were becoming rather numerous, and such institutions as Vassar, Wellesley and Smith were attracting attention before the first of the schools in this group of Southern state-supported colleges for women had been founded. In fact, the Morrill Land-Grant Act had been passed and the states were engaged in establishing agricultural and mechanical colleges before the oldest of these, the Mississippi State College for Women, was established.

Women had entered commercial pursuits, and this created a demand for the commercial education of women. Private "business colleges" sprang up, but they were attended mostly by men. These schools increased at such a rapid rate that 217 business colleges with an enrollment of 44,824 students were reported in 1882.

During the last quarter of the nineteenth century, the industrial awakening of the South began to be felt. The Southern States had been economically crushed by the Civil War and were very poor, but by 1890 most of them had been able to meet the requirements for government donations and had established agricultural and mechanical colleges, open in most cases to men only. The states of the South were accepting the responsibility for the education of their children, but little constructive legislation had been inaugurated. The farmers were getting little for their crops and joined the granges, "alliances," "wheels," "leagues," and similar organizations in an effort to improve their general economic condition. In this struggle for improved conditions and conscious of the progress that had been made in other sections in providing opportunities for the education of women, the larger middle class composed primarily of small farmers, demanded increased facilities for the education of their daughters.

Professor Thomas Woody in his *History of Woman's Education in the United States* says that the purposes of women's education in this country may be arranged according to historical development as follows: "(1) Preparation for home duties; (2) cultivation of formal gentility and grace for their social value through a variety of accomplishments; (3) discipline of the mental powers so that women might be ready for any emergency in life; and (4) more specific preparation for a variety of professional opportunities." The general discussions and the arguments favoring the establishment of the six schools under consideration point to some definite conclusions that had

been reached by the people of the South. In the first place, a new group of parents was seeking admission to college for their daughters who found the private colleges for women too expensive. In the second place, the industrial changes and the consequent changes in the home life of the people created a demand for more specific preparation for a variety of professions; and in the third place, the people were coming to accept the idea of state support of education and saw no reason why college education should not be included for women as well as men.

Probably Miss Sallie Eola Reneau, of Mississippi, was among the first to advocate state aid for the higher education of women. In 1879, Senator John T. Morgan, of Alabama, introduced a resolution in the Senate requesting the Committee on Education and Labor to inquire into the feasibility of establishing schools in each of the states for the "education of females in appropriate branches of science and the useful arts, upon a plan similar in its principles to that upon which agriculture and mechanical colleges have been aided by the United States."¹ In 1882 Miss Julia S. Tutwiler, of Alabama, published an article in *Education* in which she advocated the "technical education of our surplus women." This was a period in which farm organizations flourished, and they sponsored the movement in each of the six states in which these colleges were located.

The function of these schools may be indicated by the legislative acts by which they were created. Space will not permit extensive quotations but Section 6 of the act creating one of these colleges is representative:

Section 6. Be it further enacted, That the said board of trustees shall possess all the power necessary and proper for the accomplishment of the trust reposed in them, viz: The establishment and maintenance of a first-class industrial school for the education of white girls in the State . . . in industrial and scientific branches, at which said girls may acquire a thorough normal school education, together with a knowledge of kindergarten instruction and music; also a knowledge of telegraphy, stenography, photography and phonography, type-writing, printing, book-keeping, indoor carpentry, electrical construction, clay-modeling, architectural and mechanical drawing, sewing, dressmaking, millinery, cooking, laundry, house, sign and fresco painting, home nursing, plumbing, and such other practical industries as, from time to time, to them may be suggested by experience or tend to promote the general object of said girls' industrial school, to wit: fitting and preparing such girls for the practical industries of the age.²

This act was passed in 1893 to become effective from and after the first day of January 1895. Evidently this did not meet the needs or satisfy the demands so that the session of the legislature of 1900-1901 modified the purpose of this school. Section 3 of the act reads as follows:

. . . said school is established for the purpose of giving instruction in the liberal arts and sciences; English, language and literature, the science and art of teaching

¹ Milton Lee Orr, *The State-Supported College for Women* (contribution to Education No. 91, George Peabody College for Teachers), p. 19. Orr cites also the work of Miss Tutwiler.

² General Acts of Alabama, 1893, Sec. 6, Senate Bill No. 5.

language and literature, the science and art of teaching as a profession, music, drawing, painting, decorative art, botany, horticulture, floriculture, scientific dairying, cooking, sewing, dressmaking, millinery, book-keeping, stenography, typewriting, telegraphy and any and every branch of human knowledge or industry by which women live.³

The tendency was toward placing greater emphasis on the liberal arts and sciences and less on the industrial arts and sciences. The Revised Charter of the school as set forth in the Code of 1907 sets forth the purposes for which the school was established as follows:

The school is established for the purpose of giving therein instruction in the liberal arts and sciences, and the following academic departments are established, for every one of which a professor shall be selected as hereinafter provided, namely:

(1) English, literature and expression; (2) mathematics; (3) history and political economy; (4) psychology and education; (5) ancient languages; (6) modern languages; (7) chemistry and geology; (8) physics and astronomy; (9) biology, botany, floriculture and horticulture.

And the following industrial departments are established for every one of which a director shall be selected as hereinafter provided:

(1) art—drawing, painting and designing; (2) vocal music; (3) instrumental music; (4) commercial book-keeping, stenography, typewriting, telegraphy; (5) domestic art—cooking, chemistry of foods; (6) dairying; (7) physical culture; (8) manual training.

And the trustees shall, from time to time, establish and maintain departments wherein every other branch of human knowledge or industry by which women may live shall be taught.⁴

These quotations are typical with slight variations of legislation in the different states. In all the schools, however, the primary purpose in the beginning was to give industrial training, teacher training, and training in home-making. Liberal training appears to have been a secondary consideration; but as shown in the quotations above, a change came early in the history of each. The trend has been, in the main, from training for industrial pursuits toward providing a liberal education for the young women who attended them.

The early catalogs indicate that at least three of the schools offered courses that really belonged in the upper elementary grades. All of them offered high school work, and five of them gave college courses from the beginning. One of the schools offered little above the secondary level during the first ten years of its existence. The elementary courses were in the nature of preparatory work for high school instruction rather than as a definitely planned and integral part of any curriculum. The lack of high school facilities in the South made secondary instruction necessary for some time.*

³ General Acts of Alabama, 1900-01, No. 988, Sec. 3.

⁴ Code of Alabama, 1901, Sec. 1, Art. 25.

* Some of the elementary and secondary work offered in the early days of these colleges might have been justified by the phrase of later years, "professionalized subject-matter": it was well-organized by skilful teachers who consciously combined methods of teaching

As high schools developed, however, the standards were raised, and from 1915 to 1925 each of the colleges was recognized as having attained a standard rating by being admitted to the Southern Association.

This group of colleges can make no claim to being the first institutions in point of time for the education of women, but they can claim to be the first independent state-supported colleges for women in this country and probably the first in the world. They were established to perform a unique service at a time when a serious economic condition prevailed in the South and at a time when this section was experiencing a great industrial awakening. They have changed in purpose and have modified their curricula with the changing order. Probably no group of colleges has done more pioneering in higher education for women. They should continue this field by studying the special needs and opportunities of women in our country and should attempt to provide curricula to meet these needs and opportunities.

with subject matter. With the low salaries prevailing in elementary and secondary schools the first students who came to these colleges to take teacher-training included a great many to whom twenty or twenty-five dollars per month for three or four months in the year represented a larger cash salary than they could obtain otherwise. They had themselves been taught in poor rural schools; and if they were ever to teach better than they themselves had been taught it was necessary that the "normal school" re-teach them their fourth, fifth, and sixth grade arithmetic, geography, etc. It will be recalled that the normal schools in other sections of the country had to do precisely the same thing at the time of their beginnings.

There is one point, however, that needlessly puzzled university professors in the East and Middle West when Southern students prepared in some of these same poor elementary and secondary schools began to drift northward for graduate work in the late 1890's and the 1900's. The fact that these poorly prepared Southern students did so well in Northern universities was attributed to superior selection, a good partial explanation; but another explanation, perhaps more potent, was the fact that in spite of low salaries the Southern schools from the 1890's on drew a superior type of girl from the best homes of the local communities. It was socially not the thing for a Southern girl of traditional family pride to work in an office or factory, or even to prepare for a profession. If, therefore, she wished to earn money or to be of social service, the classroom was her only chance. In the average Southern community, therefore, even in the poverty-stricken 1870's, 1880's and 1890's, the elementary training of youth was in the hands of those having superior social background. The teacher usually lived at home or with near relatives and gratefully accepted her pittance of salary because she was not allowed to follow any other calling outside of the home.—

EDITOR.

The State Teachers Colleges of Tennessee

By CHARLES C. SHERROD

President, State Teachers College, Johnson City, Tennessee

Although education began in Tennessee almost as soon as the first log cabins were built, and the federal government showed its interest through grants of land in 1806 to the amounts of 100,000 acres for academies and another 100,000 acres "for a college or colleges," yet no attempt on the part of the state was made for the special pre-service preparation of teachers for its public schools until 1875, when an arrangement was made whereby the state authorized the trustees of the Peabody Fund and the University of Nashville to organize a state normal school at Nashville. The trustees contributed \$6,000 annually, the University of Nashville contributed its buildings and approximately \$6,000, and the state gave its moral support. The caption of the act passed by the General Assembly of Tennessee, under date of March 23, 1875, reads: "An act to provide for the establishment and to provide rules for the government of a normal school or schools in the state of Tennessee in connection with the public school system thereof." Under this authorization the school was organized and opened on December 1, 1875, with a president and chancellor, two instructors, and thirteen students including the president's daughter. The official name of the school as published in the catalogue of the University of Nashville for the year 1875-76 was "The Peabody State Normal College."

However, prior to the establishment of the Peabody State Normal College, certain forms of primitive teacher training were begun and carried on under the names of "county institutes," "county normals," "county normal schools," and "teachers' institutes." Just when and where the first was organized is uncertain, but reference was made to them in the annual report of the State Superintendent of Public Instruction as early as 1869.* At

* In the early 1850's there was waged in Tennessee's mother-state of North Carolina a vigorous struggle between Braxton Craven, the founder of Trinity College, and Calvin H. Wiley, the first State Superintendent of Common Schools, regarding the relative values of normal schools and of institutes. Craven, who had persuaded the legislature to charter his school as "Normal College," advocated the establishing of a normal school in every congressional district of the state and surprisingly enough advocated for these schools what looked more like a college curriculum with practical teacher training features than the subject-matter-review type of normal school that had grown up elsewhere. Wiley, on the other hand, insisted that the salaries available for teachers in the public schools would not justify prospective teachers in taking a four-year college course or even a year at college. He carried this practical point with the legislature, and the county institute became the accepted method of teacher training. Some forty years later it was revived with great educational effect by Charles D. McIver, founder of the North Carolina College for Women, and Edwin A. Alderman, later for a brief period president of the University of North Carolina and of Tulane, and for a much longer time president of the University of Virginia.

Craven's predecessor at the academy which grew into Normal College, one Brantley York, was responsible for yet another and unusual type of institute that had vogue in certain parts of Western North Carolina prior to the Civil War. It was his custom to go into some favorable community in the late summer, or some other period when work was slack, and conduct for all comers, adult men and women or ambitious boys and girls, an "institute"

first, and for several decades, these institutes were held just before the county schools opened in the late summer. They were usually from two to four weeks in length and prepared the teachers for the county examinations, leading to a certificate.

These institutes were encouraged and partly supported by the Peabody Fund. The various reports of the State Superintendent speak of them and often comment upon their good influence upon the teachers. Considerable enthusiasm was aroused at times, which doubtless served to stimulate teachers to greater efforts. But taken as a whole the amount of real training was negligible. There was generated in these institutes more heat than light.

Along with the county institutes there gradually developed state institutes which were of a somewhat higher order than the county institutes. They were supported both by the Peabody Fund and the state. Sometimes a state institute was held in a county for a week, following which was held for another week the county institute, with mostly "home talent" listed in the teaching personnel. When the state normal schools were established in 1909, one of the duties of the members of the faculty was to act as instructors in the county institutes for a period of approximately six weeks in the summer. When the legislature, in 1913, passed an act requiring the teachers of the state to take a state examination in order to secure certificates to teach, the county institutes became short periods for intensive study as preparation for examinations. In a few years the institutes developed into short courses in the various school subjects where the instructors, through brief reviews and intensive drills, prepared the teachers for the state examinations. It was much the same type of work as was carried on during the spring and summer quarters in the early days of the normal schools themselves. The chief differences were in the length of the term and the amount of subject matter covered.

After operating the county and state institutes for nearly forty years, the leading school men of the state recognized the inadequacy of such institutions to prepare teachers for the public schools. The state had been contributing funds for the support of the Peabody Normal College and for the operation of the state institutes. For the contributions made to the Normal College each county was given a free scholarship for one student. But these services were insufficient to meet the needs for teacher training for the public schools. Consequently a movement was set on foot which led to the establishment by the state in 1909 of three state-owned and controlled normal schools for white teachers and one for the colored.

The real campaign for teacher training began in 1903 when the state

of from two to six weeks in which he taught Latin, English, and mathematics, frequently using his own texts. He stayed in the community as long as there was sufficient interest, or until a call came to move his school elsewhere. It may be observed that his casual way of opening a school, primarily for adults whether teachers or not, resembled the practices of the old-fashioned "singing master" who went from community to community, and was also reminiscent of the methods of the great religious revivals of the period.—EDITOR.

legislature, through the influence of the leading school men, appropriated for the first time money for the support of the elementary schools of the state. Two years later the same body made its first appropriation for the support of the University. In the spring of 1905 Dr. P. P. Claxton, a member of the faculty of the University of Tennessee, Seymour A. Mynders, State Superintendent of Public Instruction, Sidney G. Gilbreath, R. L. Jones, and others waged a speaking campaign for education in the thirty-six counties of East Tennessee. They held many "educational rallies." In 1906 the campaign was renewed and carried to every county in the state. As the campaign progressed, interest and enthusiasm grew. The attendance at the rallies ranged from a few hundred to more than five thousand. By the end of the summer more than 100,000 people had heard the educators discuss the schools and their needs.

As the campaign advanced, seven definite objectives began to take form. Among them was a "provision for the establishment and maintenance of three normal schools." Resolutions embodying the seven objectives were prepared by the leaders and passed by the large groups attending the mass meetings. The resolutions called on the representatives in both houses of the General Assembly to vote for and to use their influence for the passage of such bills as might be introduced in the General Assembly of 1907 embodying the objectives set up in the resolutions. Bills covering the seven objectives were introduced in the General Assembly of 1907, but only three were enacted into law, and none of them embodied the establishment of the normal schools.

In 1908 State Superintendent of Public Instruction R. L. Jones called an educational conference in Nashville to plan ways and means for another state-wide speaking campaign. Speakers were organized into small groups and assigned to certain counties. In every county of the state the campaign of the preceding years was reenacted. Rallies were held, speeches were made, a digest of the proposed education bills was read and distributed, resolutions were passed and carried to county courts, city councils, boards of education, chambers of commerce, women's clubs, labor unions, and other bodies. These bodies passed the resolutions and authorized the presiding officers to communicate their actions to the members of the General Assembly of 1909.

A bill known as the "General Education Bill" was prepared and introduced in the General Assembly of 1909. Among other provisions this bill embodied the establishment and maintenance of three normal schools for white teachers and one for colored teachers. A petition asking for the passage of the bill was prepared, signed by 90,000 citizens, and presented to the Legislature. After many hours of debate for and against the bill, the General Assembly passed by a large majority the General Education Bill,

and Tennessee was authorized to establish and maintain institutions for the preparation of teachers for her schools.

That part of the General Education Bill pertaining to the normal schools set out certain definite provisions in regard to their function, support, organization, and administration. The act defined the purpose of the normal schools as "to prepare teachers for the public schools of the State." This was later interpreted as authorization for preparing teachers, supervisors, and administrators for the public school systems of the state. The act also provided that 13 per cent of the general school fund should be used for the support of normal schools. This included the school for Negroes, but this paper is limited to three schools for white teachers. They were to be open and free to both men and women. The law required that each school have as a part of its organization an observation and practice school, and that the State Board of Education contract with local school authorities for such school. The general management of the normal schools was placed in the hands of the State Board of Education. This also included the location of the schools. However, the act made no appropriation of funds for acquiring lands or erecting and equipping buildings. Instead of making such provision and reserving the right to locate and establish the schools, the Legislature took the false step of leaving the location to the "highest and best" bidder—probably the most vicious method of locating state institutions. Immediately many cities and counties of the state began bidding. Since the act provided that one school was to be located in each of the three grand divisions of the state, at least twenty cities presented their claims—five in East Tennessee, nine in Middle Tennessee, and six in West Tennessee. The State Board of Education visited each of the locations, inspected them, and then decided in favor of Johnson City in East Tennessee, which offered \$150,000, free water and lights, the building of a street car line and walks to the school, and a site of 120 acres valued at \$60,000. In Middle Tennessee Murfreesboro was selected on a bid of \$180,000 and a free site of eighty acres. In West Tennessee Memphis was selected on a bid of \$350,000 and a free site of forty-eight acres.

In the location of the schools it is generally conceded that the one at Murfreesboro is well located, it being near the center of the state and accommodating students in a complete circle whose radius is more than sixty miles in length. But in locating the other two schools, something other than accessibility to students must have been in the minds of the members of the State Board of Education. Johnson City is about twenty miles from the Virginia line and the same distance from the North Carolina line. The school at Memphis is less than ten miles from either the Mississippi or the Arkansas line. Using these schools as a center, and striking an arc within the bounds of the state, the school at Johnson City serves students in about

one-eighth of a circle, whereas the one at Murfreesboro serves students of a complete circle. At Memphis the school serves a territory represented by an area of less than one-fourth of a circle. Better locations for the two schools might have been made with advantage and profit.

The schools having been located and the buildings erected with local funds, they were opened for students—at Johnson City, October 2, 1911; at Murfreesboro, September 11, 1911; and at Memphis, September 10, 1912.

At the time of the location and organization of these schools secondary education was in its formative period. In fact, the same bill that proposed the establishment of the normal schools embodied the first general law for the establishment of county high schools. Consequently it was necessary at first to include in the program of studies of the normal schools provision for students who had finished the elementary school course of study, but who had had no high school education, as well as for those who had completed a high school course. So the first curricula made provision for four years of high school and two years of normal school work above the high school level.

The normal schools were new institutions with new aims and objectives. They did not, and could not of a necessity, follow the practices of the liberal arts and church-related colleges of the state. They had a new and single function. They were founded to extend and improve public elementary and secondary education. They developed in response to a social demand and felt keenly that all their resources should directly serve the state. In order to perform the new duties devolving upon the new schools, leaders of that day believed their work was not at all confined to the campus activities. So widespread did this idea become that a writer in the *World's Work*, June, 1914, in describing the activities of members of the faculty who taught in the school at Johnson City, said :

All the members of the faculty are apostles of better living, and their field is the thirty-four counties of East Tennessee. It is not merely institute extension, though they conduct a dozen summer institutes in as many counties. It is home missionary work. They go to the people and preach school libraries, individual drinking cups, improvement of school grounds and school houses, home sanitation, village house-cleaning, and the economic advantages of education. They are doing field demonstration work in country life. They attend school rallies and barbecues, striving to create public sentiment in favor of consolidated schools and agricultural high schools. They aid in forming boys' corn clubs and girls' canning clubs. They co-operate with the county superintendents. They visit the meetings of the county courts, the bodies which appropriate the funds for the building of schools, and plead their cause. They are working everywhere to create social centers in the rural schools.

As high schools were organized throughout the state, the need for high school offerings in the normal schools became less imperative, and by 1918

the first two years of the high school were dropped from the curricular offerings and a third year of college work was added. By 1925 the Normal Schools ceased offering any high school work whatever, required high school graduation as prerequisite to entrance, added the fourth year of college work, and by legislative enactment began granting the Bachelor's degree. In 1925 the three State Normal Schools became the three State Teachers Colleges for the professional education of teachers.

With the beginning of the Normal Schools in 1911, with a new mission, they took up the task where it was and through an evolutionary process did their large part in bringing the public schools where they are today. They were established at a time when high schools were few and teachers lacked education. They began professional education on the high school level, and as high schools multiplied, advanced the professional courses to the upper high school years, then to the first year of college work, and now to the upper years, believing that it was better to send out many partly trained teachers than a few fully trained ones. As high schools multiplied throughout the state, the normal schools raised their requirements for graduation. The professional courses, which by some were referred to as methods courses embodying the "tricks of the trade," were replaced by sounder and more fundamental courses, built on the findings of experimental psychology. In its desire to raise the quality of the work done in these institutions, when they became four-year teachers colleges, the State Board of Education had written into the act in 1925 the provision that at least 75 per cent of the total hours required for graduation must be in academic, or content, subjects. In actual practice, the amount of professional course hours has been reduced to approximately 18 per cent.

Quotations from an address by Sidney G. Gilbreath in 1907 before the Public School Officers Association in Nashville will indicate the attitude of some educators of that time as to the need for trained teachers:

High schools in every county must be organized and liberally maintained, and in them must be placed teachers of experience and efficiency. In the high school, of necessity, and for years to come, the larger number of the teachers for the elementary schools must be made. The high school may not be an ideal place for the making of teachers for the elementary schools—the finishing of the normal school, the polishing of the teachers' college, and the testing of experience may be lacking, but educational evolution in Tennessee has not been so rapid as to discover within our reach a place or method that is ideal, and we must meet a pressing demand in a practical way. . . . But the most important factor in the solution of the problem of the elementary school is the state normal, a school organized to meet special demands and equipped for particular needs—a professional school for the making of teachers for the public schools. . . . To do the most and best for the teachers and schools, the state normal should have equipment that will enable it to offer from two to four years courses with graduation from secondary schools or its equivalent as entrance requirements. Later, when each county has a good high school the entrance standard may be raised correspondingly. The purpose of the school—its only purpose—to make teachers for the public schools, should be met by its

course of study, and emphasized and intensified by every one and everything connected or associated with it. . . . The need for state normals is instant and imperative because the need for efficient teachers for the public schools is instant and imperative. . . .

The criticism often made against the normal schools that they were training teachers *how* to teach without giving them any *subject matter* to teach had some truth in it. No one recognized this weakness more than the normal schools themselves. They were not theorizing; they were meeting an emergency in education. Judged from the results obtained, it would seem that they were justified in the course pursued. In a strict sense they, more than any other institutions, may justly claim to have been responsible for the development of better elementary schools, better trained teachers, better school conditions, and longer school terms. For years, for all practical purposes, they stood almost alone as champions of the cause of high school education for all the children of all the people. With rare exceptions the remote rural sections of Tennessee never had the advantage of a college-trained teacher until the coming of the normal schools and state teachers colleges.

In the development of the teacher-training institutions from the two-year normal schools to the four-year teachers college, their advocates have been conscious of three major problems; namely, *what* is to be taught, *how* it is to be taught, and *practice* in the application of this knowledge to concrete situations. They have realized that the first great task of the teachers college is the giving of something to be taught. Nothing can take its place. The teacher, if anyone, needs the broad, well-rounded, thorough education. Besides the possession of this knowledge in the accepted sense, there are other forms of information of equal importance to the successful teacher. He needs to know how to organize knowledge into complete units, looking toward well-conceived, purposeful ends. He needs to know how to discriminate in teaching between bare facts and purposeful activities around which facts are gathered and centered. He must realize that there is a science of education, at least in the making, and that teaching has a technic of its own, both as to organization of subject-matter and the way in which it is presented to children of the various grade levels, which makes for economy of time and effort on the part of both the teacher and the pupil. Teachers are not born with this knowledge and skill ready-made; they acquire them. Some teachers will eventually acquire much of the skill by independent experience but the waste involved for both teacher and pupil is not justifiable when experimental psychology has placed so much rich, valuable, and usable material at the disposal of teacher-training institutions.

Granting that required subject-matter courses are sufficient and well taught; that education, or theory, courses are well chosen and well taught, those responsible for the preparation of teachers have substantially agreed

that there should be in a teacher-training program ample opportunity for prospective teachers to observe expert teaching at the various grade levels and further opportunity to develop some skill in teaching under efficient supervision. If practice is any criterion, the validity of this principle is well established. Every state normal school and state teachers college in the United States has a training department and some sort of laboratory school available for directed teaching; many educators, responsible for the preparation of teachers, have gone on record designating the training (practice, or model, or demonstration) school as "the center," "the hub," "the core," or "the heart" of the teacher-training institution; teachers who have taken directed, or practice, teaching as a part of their training usually place it first in the matter of importance. A number of studies have been made to ascertain the teachers' estimate of such a course. All substantially agree in their findings.

One study will suffice to indicate the relative importance of this phase of a teacher's training. At the meeting of the Association of Colleges and Secondary Schools of the Southern States in Lexington, Kentucky, in 1929, Professor M. E. Ligon, as chairman of the Committee on Specialization of Teachers, reported a study which his committee had made among the high-school teachers of the South. In response to a questionnaire approximately 4,000 teachers indicated the relative value, as they saw it, of the various subjects pursued in their college preparation for teaching. The papers were assembled into three groups: the first was composed of teachers teaching their first year, the second group was of those who had taught from two to five years, and the third of those who had taught six or more years. It is interesting to note that in ranking the subjects each group placed practice teaching first, meaning that of all the subjects entering into their preparation for teaching, the practice teaching was of most value to them. If this be the verdict of those who have tried it out in practical classroom situations under our present program of apprentice teaching on the high school level, what results might we expect if the teacher-training institutions were properly equipped and would organize and administer practice teaching in the light of the most advanced thought on this subject?

Someone has said that if a person has one hundred hours in which to learn to ride a horse or to speak in public, he might profitably spend an hour in being told how to do it, four hours in watching an expert do it, and the remaining ninety-five hours in practice, at first under careful direction and later under general oversight. This may be, and no doubt is, far from the proper division of time in the preparation of teachers but it suggests an important principle.

The relation of the training school as a laboratory to the teachers college has often been compared to the hospital and its relation to the school of medicine. In the preparation of physicians and surgeons the last two

years are given very largely to clinical and hospital experience. After his graduation from the medical school the young doctor usually serves as an interne in the hospital for another two years. It is quite evident that an education in medicine involves both learning and learning how. The profession of medicine goes on the theory that a student cannot effectively know unless he knows how. In no less degree does this principle apply in the professional training of teachers. The medical school has found it necessary to lengthen the period of apprenticeship. If the teacher-training institutions wish to graduate better trained teachers, they, too, will find that, other things being equal, the remedy lies in a longer period of more effective directed teaching.

Statistics seem to bear out the statement that no other group of institutions for higher education has had such growth as have the teachers colleges during the past thirty years. This growth has included enrollment of students, appropriations for capital outlay, operation, and maintenance, and the number and training of the members of the faculty. At the beginning of the century there were approximately 2,000 instructors in the state normal schools of the United States. In 1930 there were 14,463 instructors and 279,175 students in the normal schools and teachers colleges. During that year there were only 14,121 instructors and 197,608 students in all the state universities; that is, in 1930 there were 81,567 more students in the teacher-training institutions in America than there were in all the departments of all the state universities. Similar figures are available on the appropriation for capital outlay, operation, and maintenance. Even greater progress has been made in the training of the faculties and the quality of work they are doing. This development has been so rapid that the general public is not aware of what has been accomplished. Many substantial and well-informed citizens are still thinking of these institutions as the old-time normal schools, offering review and methods courses to a very inferior type of students. But a day's visit in the modern, up-to-date teachers college will convince the most reluctant that we have a new institution.

The development of the teachers colleges of Tennessee in the matter of finance has barely kept pace with the average for the country as a whole. But in the training of their faculties and in library and laboratory facilities, they have approached the seventy-fifth percentile. For example, in one of these teachers colleges in 1925—the year they discontinued all sub-college work and became four-year institutions—there were, including the training school faculty, only six instructors with as much as the master's degree, and nine without any degree. Today ten members of the faculty have the doctor's degree or its equivalent, thirty-two have the master's degree, and no one is without the master's degree or its equivalent—not even in the training school. In the same institution in 1925 there were 4,121 volumes in the

library, whereas today there are more than 28,000 volumes and a substantial annual appropriation for new books.

Improvements in the physical plants of the three teachers colleges have been made from time to time to take care of the growing student bodies and enlarged duties. The legislature has not always made appropriations to these institutions in keeping with the great task which has been assigned them; but their growth and influence have continued despite the curtailed budget during the recent lean years. The next immediate step of these colleges is the setting up of a system of selective admission so as to guarantee a better type of teacher for the public schools.

How Southwestern Louisiana Institute Became a College

By EDWIN LEWIS STEPHENS
*President of Southwestern Louisiana Institute**

Southwestern Louisiana Institute was established by Act 162 of the Legislature of Louisiana in the summer of 1898. The author of the act was Mr. Robert Martin, of St. Martinville, state senator from the district composed of St. Martin, Iberia, and Lafayette parishes. People of intelligence had begun to recognize all over the State that education was now the most important need for the children of the people of Louisiana. It was felt that local undertakings for public education were rather weak and ineffectual, and that they needed the stimulation of higher institutions provided by the State. The Louisiana State University, merged with the Agricultural and Mechanical College (supported in part by Federal funds), had been set on its feet with the return of power to the white people of the state under Governor Nicholls in 1877. A state normal school had been established in Natchitoches in 1884. A state industrial institute had been established in Ruston in 1894. So these three portions of the state—southeastern, central, and northern—had been provided with state higher educational institutions. But southwestern Louisiana, which was well known to be less provided with schools than any other section of the state, had been left entirely without any such provision for its educational welfare. So Mr. Martin had ample grounds for eloquent persuasion of his colleagues that there ought to be a state educational institution in southwestern Louisiana. And he was successful.

The name of the institution, as the law was first enacted, was the Southwestern Louisiana Industrial Institute. The choice of this name was only the logical following of previous procedure: the state already had one university in southeastern Louisiana, one normal school in central Louisiana, and one industrial institute in northern Louisiana; therefore, it should have another industrial institute in southwestern Louisiana. There was an emphasis in argument, of course, upon the type of education implied in the name, "Industrial Institute." "We want our boys to learn a trade"; "we want our girls to be intelligently instructed in the duties of homemaking, sewing, cooking, laundering, etc." ; "we want our sons and daughters to be able to get jobs and support themselves when they are grown up": such arguments had weight with legislators who generally had

* President Stephens tells the story of the college of which he has been president for thirty-seven years. It is the story of how a neglected section of Louisiana, after a long struggle, obtained a state "college," only to find that in order to utilize its plant it had to accept for its entering class, students who had completed only sixth grade in the elementary school. Today the institution is a standard college with more than 1,400 students enrolled. A similar story could be told in more than one other Southern state.—EDITOR.

the idea that education had been too much of an aristocratic thing and not enough of a practical benefit. But the strongest argument that carried the bill was to the effect that "all the other sections of the State now have state institutions of higher learning; now it is our turn, in southwestern Louisiana." So the law was passed and the school was established, and was located in Lafayette.

It may be related as an interesting historical paragraph that a considerable benefit—in the way of both popular and financial support—to the new institution in its first launching was derived from a device in the law of its establishment. Section 1 provided that the institute "shall be located in that Parish of the Thirteen Senatorial District which will offer the best inducements therefor to the Board of Trustees, said location to be made by the Board to be appointed under this Act, provided that the Parish selected for the location of said institution shall donate not less than twenty-five acres of land and \$5,000 to said institution; provided further that in case two or more of said parishes offer the same inducements, then the Board of Trustees shall select by a majority vote the most suitable location." This provision created a rivalry among the three parishes. St. Martin soon dropped behind the other two, and a determined contest was waged between Iberia and Lafayette. The City of New Iberia in Iberia Parish voted a five mill tax for ten years on all the assessed property in the city, which would capitalize at approximately \$80,000, and fifty acres of beautiful wooded land directly across the Teche from the city. Against this attractive offer, Lafayette Parish voted a two mill tax for ten years on the assessed property of the entire parish, which would also capitalize at approximately \$80,000, together with twenty-five acres of land, on the edge of the town of Lafayette, or fifty acres of land in the town of Scott, these sites being donations of a private citizen in each of the two places, together with a subscribed cash amount of \$8,000 in Lafayette or \$5,000 in Scott. In addition to this the two banks in Lafayette agreed to advance a cash loan of \$10,000 and to buy the 5 per cent bonds predicated on the tax, if the institution were located in Lafayette. This last offer won the contest, and the Institute had the benefit of a twenty-five-acre site and an initial building and maintenance fund of about \$88,000—which were big considerations in those places and times!*

The first meeting of the board of trustees was held in Lafayette, January 3, 1900, and Edwin L. Stephens was elected first president of the Institute.

* President Stephens answers in a practical way the theoretical objection so frequently and vigorously made by educational writers against "auctioning off" colleges and similar institutions to the highest bidder, even among a neighboring group of counties and areas. State legislatures in 1898 were determined that local communities receiving special benefits should make special contributions: "no local contribution, no college." In view of the fact that fifty per cent of the enrollment of even large universities comes from the immediate neighborhood of the institution, the practical argument is stronger than many excellent theorists have seemed willing to admit.—EDITOR.

The main administration and classroom building, a dormitory, and a workshop, were erected within a year, and courses of study were planned. In this work the new president had the valuable assistance of the late Brown Ayres, Dean of the College of Technology of Tulane University, afterwards President of the University of Tennessee, who was a member of the first board of trustees.

It soon became apparent that many people in the parish had voted the two mill tax with a vague and confused impression that the establishment of this institution would be an immediate and final solution of their whole educational problem. Many thought that all their children, without regard to age or preparation, would be admitted to the school and somehow immediately prepared to earn a living. So when the first building was erected and announcements were made concerning the courses of study and the requirements for admission at the opening of the first session (September 18, 1901), I, as president, began to hear from the populace in no uncertain tones. The sheriff of the parish told me on the courthouse square, in the company of the district judge, the district attorney, and a number of other prominent citizens, that he had taken an active part in advocating and securing the location of the Institute, but that if the people were now going to be prevented from sending their children to the school, he would be willing to head a posse to go pull down the building! This sounded like a jest and caused a laugh, but it was serious enough. The requirements for admission, which I had placed at "completion of the eighth grade, or its equivalent," had promptly to be lowered, and were finally stated as follows: "Candidates for admission to the first-year class must be fourteen years of age, or older, in good health, and prepared for a simple entrance examination in reading, writing, spelling, arithmetic to denominate numbers, elementary geography, and history." It was added that a principal's certificate showing "satisfactory sixth grade work will be accepted in lieu of an entrance examination." This low standard served to mollify the opposition and during the first year of school there were enrolled 146 boys and girls, whose academic standing averaged near the sixth elementary grade. And the policy of the school had to be a very slow gradual lifting of the requirements for admission, made possible by the upbuilding of elementary schools thus stimulated in the parishes round-about. More elementary schools were developed in the surrounding parishes, and soon there were one or more high schools in each parish. It then became necessary for the Industrial Institute to hasten the lifting of its standards, in order to avoid competition with the parish high schools.

In 1901-02 completion of the sixth grade was required for admission, and a diploma was given for graduation in four years, pursuing various subjects listed. In 1907-08 completion of the first half of the seventh grade was required for admission, with graduation in four years. In the session of

1913-14 completion of the first half of the eighth grade was required for admission; and graduation was granted in four years.¹ And there were two-year courses for teachers—one in home economics, the other in agriculture and farm mechanics. Admission to these courses required a first grade teacher's certificate or a high school diploma. High school graduates were admitted to an optional course in pedagogy with the regular fourth year class. By 1914 "academic-industrial" courses had become more than the equivalent of the usual state high school course, and a large number of our graduates were sought in the nearby parishes to be teachers in the developing elementary schools. This made it necessary for the Institute to add a year of teacher-preparation courses. The State Board of Education approved the certification of Southwestern Louisiana Industrial Institute graduates who had taken the course in teacher education, as first grade teachers.

When the World War came, an issue arose as to whether the Institute should bid to develop a unit of the Students Army Training Corps. And we resolved to do so. In order to do this, we had to guarantee that the proposed course to be given to students of the S. A. T. C. unit would be based upon the equivalent of college entrance requirements. The late President Payne, of Peabody College, who was Regional Director for the Southern Area in this war training, telegraphed me that our unit would be granted if I would personally assure him that the members admitted to the corps should have the equivalent of high school graduation as a prerequisite for admission. I agreed, and then telegraphed the draft boards in every parish that our S. A. T. C. unit would start the following Monday, October 7, 1918. This S. A. T. C. unit was a high point in the transition of Southwestern Louisiana Industrial Institute into a college. Before that time the highest requirement for admission had been completion of the tenth grade. After that we required high school graduation for admission to college courses. The first Bachelor's degree was granted in 1921. The courses in teacher education were then erected into complete four-year college courses, following the example of normal schools throughout the country, which were everywhere becoming teachers colleges; and the other courses of study were erected into a College of Liberal Arts, including special departments of agriculture, commerce, engineering, home economics, and the other regular departments. From that time has been maintained the unique organization of two coördinate colleges, each with its own dean and faculty, united under the name "Institute." And the name of the institution was changed by the Constitution of 1921, omitting the word "Industrial," and

¹ For the details showing the gradual raising of entrance requirements and the growth of the college the author gives credit to his daughter, Margaret Stephens, and her Master's thesis on file at George Peabody College for Teachers, *A History of Southwestern Louisiana Institute, 1900-1936*.

adding a descriptive phrase, thus: Southwestern Louisiana Institute of Liberal and Technical Learning.

This new Constitution did two other things for us besides changing our name. It abolished the board of trustees and placed us, together with the other State colleges, except the University, under the control of the State Board of Education. It also provided a definite sum for annual maintenance—not less than \$700,000—to be distributed among these several institutions. Since that time the colleges at Ruston, Natchitoches, and Lafayette have been more uniformly administered, with the State Superintendent of Education as secretary of the board and coördinating officer.

In 1924-25 high school graduation was unconditionally required for admission, with fifteen standard high school units, including three in English, two in mathematics, two in history and civics—and for candidates for the degree of Bachelor of Arts in the College of Liberal Arts, two units, besides, in foreign language; and for candidates for the degree in Bachelor of Science, two units, besides, in science. We had felt from 1921 on that we were a college. Now that we were a college, or two colleges in one, our great desire was to become *recognized* and have a real college, comparable to the standard colleges of the country—making all changes necessary to conform to appropriate standards. I had attended the meeting of the Southern Association of Colleges and Secondary Schools in Chattanooga in 1920 and had learned of the ideals and purposes of that organization. So the first duty I assigned to the deans of the two colleges was to bring about all changes necessary to conform to association standards. Dr. Harry L. Griffin, Dean of the College of Liberal Arts, was to bring his college into line for acceptance by the Association of Southern Colleges. And Dr. James Monroe Smith, Dean of the College of Education, was to make his college eligible for acceptance into the American Association of Teachers Colleges. And I arranged to go with them to the annual meetings and forward these purposes in every way. The Southwestern Louisiana Institute became a member of the Southern Association of Colleges and Secondary Schools at the Charleston meeting, December 6, 1925; and the College of Education of Southwestern Louisiana Institute shortly afterwards became a member of the American Association of Teachers Colleges—under the leadership of Dean Washington S. Dearmont, who had succeeded Dean Smith when the latter became president of the Louisiana State University. And each year since that time, we have striven to conform more and more fully to the standards of these Associations. In 1930 we raised our requirements for admission to sixteen high school units, with three in English, two in mathematics, two in history and civics, and two in science (one in either physics or chemistry.) At present, the requirements are the same as in 1930-31, with some variations in regard to credits of quality points.

The record of enrollment for five-year periods from the beginnings of the

institution has shown steady growth, in spite of our persistent attempt to raise requirements for entrance and for graduation, as the following data show;

Session	Enrollment	Session	Enrollment
1901-02	145	1921-22	503
1906-07	275	1926-27	823
1911-12	290	1931-32	1,007
1916-17	322	1936-37	1,307

The net enrollment for 1937 to date is 1,406 students, of whom 788 are men and 618 are women. The College of Liberal Arts enrolls 817, and the College of Education 589. There are 169 members in the senior class.

Since being duly admitted into the Southern Association, we have bent every effort to the continued improvement of the institution along the lines of the standards set up by the Association. We have succeeded thus far in maintaining in all essential respects the professional ideals embodied in those standards, holding the coöperation and respect of other colleges and of those in authority. The faculty has been chosen upon merit and upon the recommendation of, first, the head of the department, and, second, the dean of the college; and then upon the recommendation of the president to the local executive committee and to the State Board of Education. There was never any exertion of outside pressure, even by the most potent of all Louisiana authorities—namely, the late Governor and United States Senator, Huey P. Long. In the only case in which he ever recommended an appointment in the faculty of the Southwestern Louisiana Institute, he immediately withdrew the recommendation when it was pointed out that the man he suggested had not had sufficient college training or college teaching experience. In fact, all the State Governors under whom I have served—from Foster (1900) to Leche (1936)—have maintained a consideration for the professional side of administration in the state colleges, by appointing one or more active school men on the boards of trustees (when the colleges were under separate boards) and on the State Board of Education. In this way, Southwestern Louisiana Institute has not only had the guidance of practical business men and men of other professions on its boards, but also it has had the wisdom and skill of well-known men in the teaching profession—such as Ayres, Dillard, Woodward, Dinwiddie, Henson, and State Superintendent T. H. Harris. Finally, as Southwestern Louisiana Institute has endeavored to promote ideals of scholarship and culture and to become the center of a community and section which values such ideals, I sincerely credit the Southern Association of Colleges and Secondary Schools with being our most helpful stimulus in this direction.

Report from the Coöperative Study of Secondary School Standards

By M. L. ALTSTETTER
Educational Specialist of the Study

Marked progress in the work of the Coöperative Study of Secondary School Standards in developing valid and stimulating standards for evaluating secondary schools in the United States resulted from a meeting of the Executive Committee of the Study which was held in September. Representatives of the six regional associations which are associated in the Coöperative Study spent almost a week in a careful review of the progress which has been made since they met in May, 1936 in Washington and in formulating plans for the completion of the Study next spring. The representatives attending the meeting from the Southern Association were Dr. J. Henry Highsmith of the North Carolina State Department of Public Instruction and Dr. Joseph Roemer of Peabody College.

During the past year the Coöperative Study has visited and studied intensively 200 schools in every state in the Union. Extensive data have been accumulated concerning many aspects of their work and these are being summarized and analyzed in the research office at Washington. Before the year is over these 200 schools will all be carefully classified on a wide variety of significant measures and used as a basis for the revision of criteria and for the development of scales for the evaluation of secondary schools in general.

The field and office work during the past year has cost approximately \$75,000, a saving of almost \$10,000 over budget estimates. The budget adopted by the Executive Committee for the current year provides for an expenditure of \$57,000 for research, interpretation, and publication.

Arrangements were approved by the Committee for distribution during the year of detailed reports to the 200 coöperating schools, and for the circulation of printed reports dealing with a dozen significant phases of the work to the 7,000 schools which are members of the six regional associations. Arrangements were also approved for interpretation of the work of the Study through series of articles in educational periodicals, addresses before national and state associations, and radio broadcasts.

Plans were adopted for publication at the close of the present year of a revision of the present tentative evaluative criteria, for a comprehensive volume reporting the results of the four-year study, for a popular summary of this research volume for extensive distribution, and for other related publications.

Plans were made for two meetings next spring of the General Committee of Twenty-One, sponsoring the Coöperative Study. One will be held at Atlantic City in February and one in March or April to approve final revision of the evaluative criteria and to develop plans for their practical use in the constituent associations.